

RECOMMENDATION No. 25

concerning

**THE DEVELOPMENT OF PSYCHOLOGICAL SERVICES
IN EDUCATION
(1948)**

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education and being assembled on the twenty-eighth of June for its eleventh session, adopts on the second of July, nineteen hundred and forty-eight, the following recommendation:

The Conference,

Considering that the lengthening of the period of compulsory attendance at school, the movement to provide secondary education for all, the growing complexity of the modern world, and the world-wide increase in the school population, impose on schools a progressively larger share of responsibility for the education of children,

That such education is unlikely to be effective unless it is adapted to the psychological characteristics of the individual child,

That the teacher, owing to the multiplicity of his ordinary duties, is not always able at the same time to be fully conversant with the psychological sciences and their applications,

Submits to the Ministries of Education of the various countries the following recommendation:

1) That the application of educational psychology, even though this can be effective only through the cooperation of the teachers, should be guided by the advice of specialists;

2) That efforts should be made to guide the studies of each pupil in the light of expert interpretation of the results of psychological examinations;

3) That, as far as possible, the psychological services should be organized to deal in particular with the following problems: detection both of backward and of talented children, remedial treatment of maladjusted children, educational guidance and selection, vocational guidance and, in consultation with the teachers and school authorities the adaptation of school curricula and testing of the results of different educational methods;

4) That it should be possible for school authorities to submit for examination by a specialist in psychology, children whose scholastic backwardness, bad behaviour, or abnormal attitudes, indicate social maladjustment, and children who would appear to constitute a special problem of guidance;

5) That the pupils should not be graded solely on the results of tests but that efforts should be made to determine the psychological characteristics of each child, with special reference to his or her social cultural and economic background, and to adapt his studies thereto;

6) That the number of pupils submitted to examination by the psychologist should not be so great as to hinder him from carrying out his duties with the requisite care and attention;

7) That the work of the educational psychologist should not be confined to the examination of individual cases, but that he should be able to cooperate with the teacher in analysing the results of educational methods used and in adapting such methods to the level of mental development reached by the pupils;

8) That the status granted to psychologists should enable them to carry out their duties with the maximum efficiency;

9) That the salaries of educational psychologists should be consonant with the importance of their specialized and responsible services to education;

10) That the training of educational psychologists should consist not only in the acquisition of theoretical knowledge and a greater or lesser number of test techniques, but also in personal research and a period of probation in such work as medical-psychological consultation and educational guidance;

11) That this training should not be confined to psychology but should also include all the essential educational subjects as well as

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periods of probation in the teaching services, to allow of useful cooperation with teachers, doctors and the pupils' families;

12) That the training of specialists in psychology should bring them a wide range of practical experience, it should lead to a diploma from a specialized institute, or to a university degree;

13) That refresher courses should be established for teachers who wish to devote themselves particularly to assisting educational psychologists in their work.