

• 特约文章 •

International Cooperation in Psychology at the Regional Level: The European Example

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编者按: 我们相信,凡是认同心理学是一门科学学科的同仁都会同意,国际学术交流和国际合作对于我国心理学有特别重要的意义。实际上,自从改革开放三十年来,我国心理学的发展无时无处不体现了国际交流与合作的重要性。这主要是由三个方面的原因造成的。第一,心理学作为一门科学学科,和其他学科一样,是在发达国家率先发展起来的,我们理应学习既有的成果。特别是经过文化革命,国内心理学成为最重的灾区,几乎全军覆没。在这种情况下,开放就成了心理学的必然。早在 20 世纪 70 年代末,潘菽先生就对心理学的国际合作给予了极大的重视,多次邀请国际心理学代表团来访,并派出我国心理学家出国访问,特别是专门派荆其诚先生,代表中国心理学家,首访美国,为 30 多年的我国心理学的发展打下了国际合作的良好基础。第二个方面,心理学在国内的认识还是经过了一个过程的,在国内尚没有很好认识和接受的情况下,心理学只有转向国际,获得知识和人才培养。第三个方面,心理学经过 100 多年的奋斗,在国际上已经成为一门科学界公认的科学学科,成为国际科学理事会的一员。但是,在国内,由于历史的原因,思辨的“心理学”还是有很大的市场。在这种情况下,心理学通过国际合作必须坚持其科学性。

Pawlick 教授这篇文章再次从心理学是一门国际公认的科学学科的角度,介绍了心理学在国际上的情况。他特别运用欧洲的例子,说明国际合作不仅在全球范围内是必要的,在国际上某一个地区之内的合作也有其特别的意义。这对我国心理学工作者考虑如何加强在东亚地区的心理学的合作有很好的启发。实际上,在老一辈心理学家的领导下,中国心理学界已经在地区的国际合作和全球的国际合作方面做出了一些独特的贡献。1995 年,在我国广州举办的亚太地区国际心理学大会就是国际心理科学联合会和国际应用心理学联合会发起的第一次地区性国际大会。荆其诚先生、张厚粲先生和徐联仓先生是那次大会的主要组织者,这次会议的成功,深得国际心理学界的好评,为我国主办 2004 年第 28 届国际心理学大会打下了基础。2004 年,全国同仁在荆其诚先生的领导下,将那次大会办成了至今为止最成功的一届国际心理学大会。Pawlick 教授表示,要将他的这篇文章作为对荆其诚先生的纪念。我们会永远记住荆先生的贡献,永远怀念他。

Abstract: Depending on the task at hand, international cooperation in psychology can – and need to – be pursued at varying levels, from global down to regional and even sub-regional. After a review of major functions of international psychology, recent developments of cross-national psychological collaboration at the regional level are illustrated for the case of Europe. In an introductory section on the ‘many faces of Europe’ comparative data is presented to illustrate traditional cultural divergences across Europe, also in the area of education. In its strive for ‘integration in diversity’ the European Union has now become instrumental in promoting novel forms of cooperation and exchange in academic training and scientific research, with significant consequences also for psychology. In this article they are explained and illustrated, with (mostly on-line) reference to regional curricular

Shortened version of the invited contribution to the Special Session “International Cooperation in Psychology” at the 11th Congress of the *Chinese Psychological Society*, November 2007, in Kaifeng /PRC.

I gratefully acknowledge inspiring cooperation with Professor Jing Qicheng, co-convenor of this Special Session, over more than a quarter of a century. His contributions to international psychology and to the development of psychology in China have set a landmark. I feel honored to dedicate this publication to his memory.

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innovations, novel research initiatives, and evolving new cross-national organizations of psychology in Europe. The review may be useful when preparing for collaborative exchange with psychological institutions and research networks in Europe. And it may perhaps stimulate reflection on possibilities and needs of regional cooperation also in other parts of the world.

Key words: psychology; international cooperation; Europe

Psychological science can look back on a long tradition of international exchange and cooperation.

Already the first Psychological Laboratory, established by W. Wundt 1879 at Leipzig University in Germany, received doctoral students from outside Germany and even from overseas. A first *International Congress of Physiological Psychology*, as it was called at the time, took place as early as 1889 in Paris, France. To provide for continuity of such international exchange an *International Congress Committee* was set up. It later became the forerunner of the *International Union of Scientific Psychology* (now: *International Union of Psychological Science: IUPsyS*) founded in 1951 (cf. Rosenzweig, Holtzman, Sabourin and Bélanger, 2000). Today the *IUPsyS* is the global union of psychology both as a science and as a profession, i.e. covering both basic and applied psychology, and uniting national societies or committees of psychology from over 70 countries (cf. <http://www.am.org.iupsys>). Every four years an *International Congress of Psychology* (ICP) is convened under its auspices, most recently 2004 in Beijing/PRC and 2008 in Berlin/Germany, with the next one (XXXth ICP) to follow 2012 in Cape Town/South Africa. So by today these International Congresses already span close to 120 years of international exchange in psychology.

Next to this global scale and broad agenda of the *IUPsyS*, other international organizations of psychology are narrower in topic coverage (like the *International Association of Applied Psychology, IAAP*, founded in 1920) or concentrate on a specific geographical or cultural region (cf. Pawlik and Rosenzweig, 2000). Together they engage in a wide spectrum of international cooperation in:

- psychological research: serving capacity building or problem-driven networking on issues of research extending beyond national boundaries or resources;
- psychological training: again serving capacity building, setting educational standards and developing educational tools, and facilitating student and staff exchange;
- professional psychological service: in

international governmental and non-governmental organizations, in meeting demands, risks and opportunities of globalization, or in international diplomacy and governance;

and, last-not- least, in:

- professional psychological ethics: in setting and overseeing guidelines and standards for codes of ethics in psychological research, training and service.

Notwithstanding the global agenda in serving these tasks at a worldwide scale, there is also place and need for dealing with many of them also at regional levels, thereby attending more directly to specific (social, economic, historical or other) needs and opportunities within a geographical or cultural region. In psychology this became most obvious already at the first *Regional Congress of Psychology* (Pawlik, 1997) which was convened by *IUPsyS*, in cooperation with *IAAP*, for the Asian-Pacific region 1995 in Guangzhou /PRC.

In this contribution to the Special Session I concentrate on international psychological cooperation and exchange at the regional level, for obvious reasons choosing Europe as the illustrative example. Of course, this must not be misinterpreted: The “old world” Europe can not (and must not!) be taken as example in any “model” sense, each region has to follow its needs and opportunities. Yet, as we shall see, Europe is an interesting region in its own right today: in its move for unification in diversity and in the resulting challenges and opportunities for psychology.

1. The Many Faces of Europe

Europe is small in area, yet a highly diversified continent. Located North of the Mediterranean Sea, its geographical boundaries in the East are (clockwise) the Ural Mountains in Central Russia, the Black Sea, the Dardanelles and the Bosphorus (which cuts through Turkey, so that its tiny Western Part comes to lie on the European continent, the rest on the Asiatic continent). Measuring but one fifth of the Eurasian continent in area (Figure 1), the European continent is housing some 680 million people (This puts Europe third in population size after Asia and Africa, respectively.) in

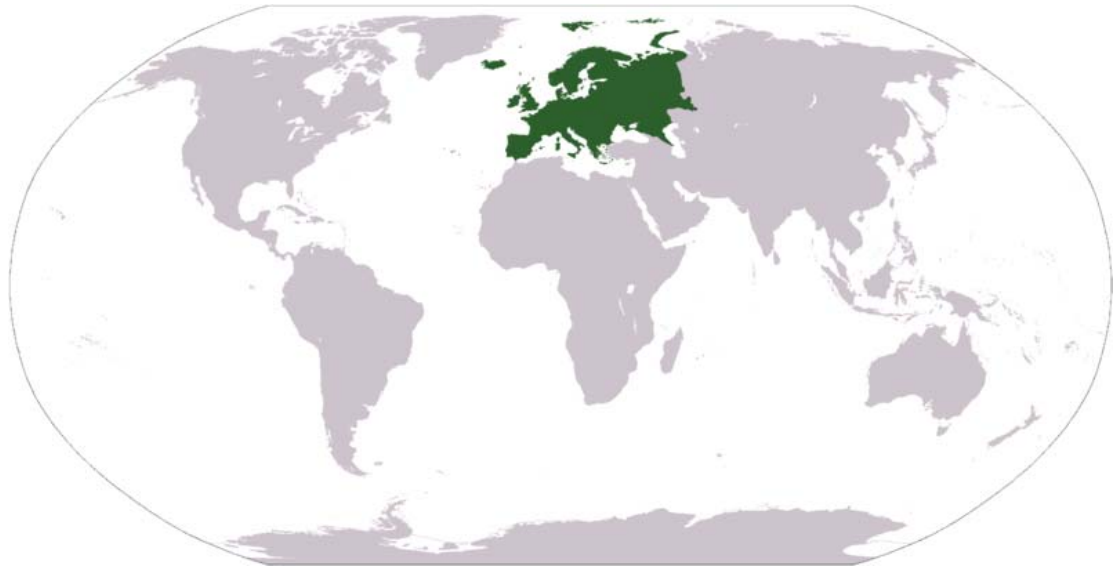


Figure 1: The European continent (dark green) in planimetric representation. *



Figure 2: Political map of states in Europe.

* I apologize for the Euro-centric map presentation.



Figure 3: Major language regions in Europe.

46 independent states (Figure 2) with more than one-hundred different languages (Figure 3), often more than one per country. Figures 2 and 3 may suffice to give an idea of the historically grown diversity within Europe in terms of culture, education, and traditions.

Following a dreadful history of many centuries of within-European warfare after warfare, it was not before recovery from the devastating World War II and Nazi-terrorism that a new awareness of European commonality and integration (which had been voiced already here and there before) now succeeded to develop:

- first in the founding of the *Council of Europe* in 1949 (originally 9, today 30 member states);
- ten years later in the founding of the *European Economic Community* (EEC) in 1959 (6 member states), which
- transformed 1995 into the present *European Union* (EU; headquartered in Brussels/Belgium), currently 27 member states, and in the same year in the founding of the *Organisation for Security and Cooperation in Europe* (OSCE).

Figure 4 shows how interwoven organizations

called “European” can be. Together with numerous cross-national affiliations, associations, or just exchange contracts, some of them bilateral, some multilateral, they constitute platforms on which new cooperative measures towards

- integration and
- harmonization,

are currently pursued in education, professional practice, and scientific research. Considering the complex roots of cultural diversity between regions and states in Europe, today education is seen by many as the number-one priority in this strive for integration in diversity.

This strive also affects psychology, both academically and in professional service. I will illustrate it under three headings:

- European psychological NGOs (non-governmental organizations);
- effects of European integration on training in psychology; and
- European cooperation and research in psychology.

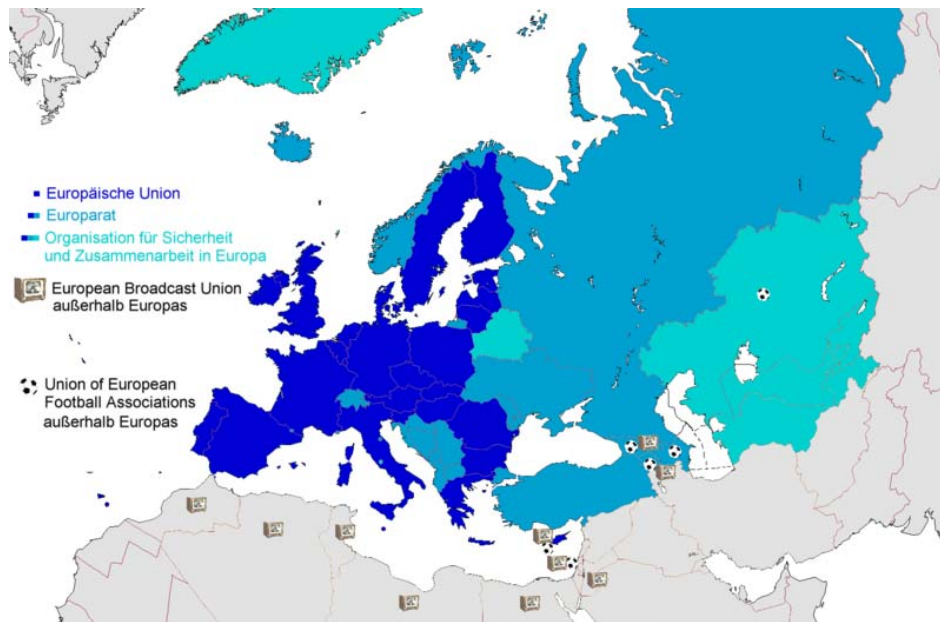


Figure 4: Multinational networks in Europe.

Explanation of color-coding and labeling (top-down):

1. very heavy blue: *European Union* [Europäische Union]
2. very heavy + lighter blue: *Council of Europe* [Europarat]
3. very heavy + lighter blue + turquoise: *Organisation for Security and Cooperation in Europe (OSCE)* [Organisation für Sicherheit und Zusammenarbeit in Europa]
4. TV-set symbol: *European Broadcast Union outside Europe*
5. football symbol: *Union of European Football Associations outside Europe*

2. European Psychological NGOs

Four well-established European psychological associations (In brackets: year of funding):

- *European Association of Experimental Social Psychologists (EAESP; 1966)*,
- *European Association of Personality Psychology (EAPP; 1984)*
- *European Association of Psychological Assessment (EAPA; 1990)*, and
- *European Association of Work and Organizational Psychology (EAWOP; 1991)*

each also hold status of an Affiliate Organization of the *IUPsyS*. One of them, *EAESP*, already dates back to pre-EU times, when it played a significant role in early East-West exchange before the opening up of Eastern Central Europe in the 1990s. The philosophy of these regional NGOs is to support the development and application of psychology across Europe and to promote cooperation between scientists and professionals in their field. By way of example, *EAWOP* states among its aims that

“... it takes the political, cultural and linguistic

diversity of Europe as a point of departure and acknowledges the existence of various intellectual communities that differ in the way they view and approach the problem of work and organizational psychology. Recognizing the fundamental equality of these intellectual communities, EAWOP tries to open boundaries and establish effective and durable links of co-operation” (<http://www.eawop.org>).

In addition, there exist numerous newer associations and societies, some of them in more specialized fields or at sub-regional levels (like the *Association of Psychologists in Danube Countries*) or devoted to professional concerns (as in clinical psychology).

As a first psychological response to new opportunities and tasks opening up in the *EEC* the *European Federation of Professional Psychologists' Associations (EFPPA)* was founded by national professional associations from twelve European countries at a meeting in Heidelberg/Germany in 1981. Originally devoted solely to issues of professional psychology, as indicated in the title, *EFPPA* entered

into intensive (and at times difficult) debate in the late 1990s which finally paved the way to extend its mandate to cover all of psychology, as a science and a profession. As a result *EFPPA* resolved to 'drop one of its Ps' and changed into the *European Federation of Psychologists' Associations (EFPA)* in 2001, thereby following the model of *IUPsyS* with which *EFPPA* has already held consultative association since the later 1980s. Today *EFPA* has 32 national member associations (no more than one per anyone country) all across Europe, representing some 180,000 European psychologists (Figure 5).

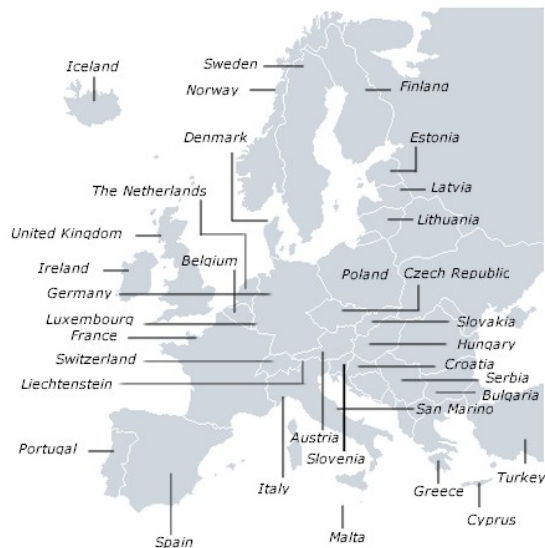


Figure 5: *European Federation of Psychologists' Associations (EFPA)*.

The mandate of *EFPA* (For details see <http://www.efpa.eu>) is to further psychology in Europe:

- as a science and a profession;
- in teaching standards and curriculum development:
 - example:* ► European standard of education and training of psychologists working in independent practice;
- towards European harmonization of academic degrees and qualifications in psychology:
 - example:* ► European Certification in Psychology (*EuroPsy*) for free professional mobility and recognition across Europe;
- in scientific and professional quality management:
 - example:* ► European Test User and Test

Reviewer Standards;

- in communication, exchange, and networking:
 - examples:* ► the all-European journal *European Psychologist* published under *EFPPA/EFPA* auspices (founded by the present author in 1996; Figure 6);
 - the bi-annual *European Congresses of Psychology* under *EFPPA/EFPA* auspices, since 1996;
 - *EFPA Task Forces* (on traffic psychology, of psychologists in the educational system, on early learning, on psychology and ageing, etc.);

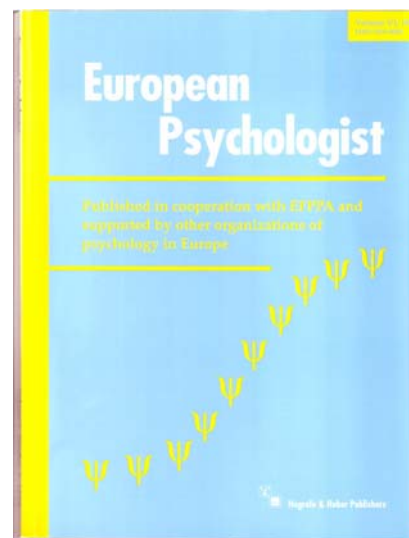


Figure 6: Inaugural issue 1/1 of the new all-European journal *European Psychologist* in 1996.

- by representing psychology at *EU* Directorates (Comparable to Ministries in the government of a country.) and Commissions and
- through liaison with psychological NGOs outside Europe, notably *IUPsyS* or the *American Psychological Association (APA)*.

It remains to be expected that the psychological NGOs will continue to play a key role in further strengthening regional European exchange and cooperation in psychology.

3. European Integration: Training in Psychology

Let us first look at the heritage from the past:

As in other sciences, prevailing cultural, educational, and political traditions have given rise to great diversity across Europe in curriculum and degree structure also in psychology. Even within the German-language sub-region (that is: Germany, Austria, and the German-speaking cantons of

Switzerland) we had three different types of academic degree (and respective curriculum structure) in psychology:

- a so-called ‘diploma in psychology’ degree (*Diplompsychologe*) in Germany,
- a master degree (*Magister*) in Austria, and
- a licensure degree (*Licentiat*) in Switzerland.

And there was still more divergence in the psychology curriculum between linguistic regions, like the Anglo-Saxon degree system based on the Bachelor model or the French *maîtrise* model. And such divergence was not limited to differences in the name (and function) of academic degrees offered, but also included differences in the duration of training, in the generality versus specialization of the academic curriculum, or in the extent of supervised pre-graduation practical work.

To further European integration, exchange among academic staff and students across Europe has been considered instrumental ever since early *EEC* times. For such exchange now the traditional educational divergence proved a grave obstacle, not to speak of its negative effect on free professional mobility and on reciprocal recognition of degrees. Also cross-national *EU*-programs to promote academic exchange, like Socrates and Erasmus (*European Community Action Scheme for Mobility of University Students*, Cf. <http://ec.europa.eu/education>), made gradual harmonization in educational standards and programs an absolute must. So in 1999, at a conference of national European State Ministers of Education in Bologna/Italy, a reform initiative was launched which henceforth became known as the Bologna Process:

It introduced a new *EU*-wide * uniform academic degree structure in a three-cycle system comprising

- first (typically: Bachelor) degree, following a minimum of 3 years of study,
- advanced (typically: Master) degree, after a minimum of another 2 years, and
- Doctorate level (Ph.D., D.Sc., etc.).

It was to become obligatory and in full operation in all *EU* states by 2010. At the operative level an *EU*-wide academic credit acknowledgement system called *ECTS* (*European Credit Transfer System*) was agreed upon which now allows students to transfer earned academic study credits between *EU* universities

* In some *EU* programs also countries not (yet) holding membership in the *EU* (like Turkey, Israel, or Switzerland) are participating. For example, here and in the following “*EU*-wide” also includes Switzerland.

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In the Bologna Process state and private universities alike have been requested by their respective state authorities to change their traditional degree systems and to reform curricula to meet the three-cycle structure in accordance with the Bologna time-table. This also affects (and will continue to affect) psychology significantly. National societies of psychology and *EFPA* have taken on to devise

- new model curricula for the course system in psychology at the Bachelor level,
- recommendations for (not too narrowly specialized) in-depth training at the Master level, and
- rules of equivalence for standards of indispensable qualification for entitlement to render professional psychological services.

Especially this third task can prove a considerable challenge, in view of still existing differences between states in legal status of psychology as a profession and in its relationship to neighboring professions, as in the health sector.

The European academic study reform program may figure as a unique endeavor in breaking with traditions in higher education at such an extensive scale. Not doubting its hopeful merits for the development of Europe, the experience with it already illustrates all too clearly that benefits of regional harmonization and integration do not come for free. University departments and national societies of psychology are still struggling with opportunities, risks and hardships in changing long-established (and tried) curricula and course programs in teaching psychology for new course structures not yet tested. National and regional societies of psychology are called upon to provide guidance and coordination in this. For example, the German Society of Psychology has designed a modular course system for psychology as a major at the Bachelor level and it also issued recommendations for training in psychology at the Master level as well as for doctoral studies in psychology (<http://www.dgps.de>).

The European curriculum reform program will

** The academic curriculum reform is also part of the new lifelong-learning policy of the *EU*. And next to academic curriculum reform it also pursues programs for infrastructural reform in higher education regarding institutional governance (higher university autonomy, improved standards of quality assessment) and funding (of scientific education and research). These and other more far-reaching programs extend beyond the coverage of this article.

deserve being followed up and, at the same time, evaluated as an example of the possibilities and difficulties in regional integration in higher education.

4. European Integration: Psychological Research

Over the past thirty years also new Europe-wide funding institutions for research support have been created. In the following I have to restrict myself to a few examples, not going into existing (private and public) sources of research funding at the individual state level.

The important *European Science Foundation (ESF)* was founded as early as 1974 to

“facilitate cooperation and collaboration on behalf of member organizations and Europe’s scientific community” (Cf. <http://www.esf.org>).

At present it is an association of 75 member organizations devoted to support scientific research in 30 European countries*. It is financed by these member organizations and pursues its work in eight multidisciplinary Standing Committees, with psychology falling into at least three of them. *ESF* does not offer individual investigator-driven research grants but is restricted research to support international collaborative activities in one of three forms:

- Exploratory Workshops: for *“indentifying emerging field requiring action at a European level”*;
- *ESF Research Conferences and ESF World Conferences*: as *“opportunity for leading scientists and young researchers to meet for discussion on the most recent developments in their fields of research”*, thereby acting *“as a catalyst for creating new synergistic contacts throughout Europe and the rest of the world”*; and
- *Research Networking Programmes*: to *“lay the foundations for nationally funded research groups to address major scientific and research infrastructure issues, in order to advance the frontiers of existing science”*; they must *“demonstrate the added value of being carried out at the European level”*.

In line with its constitution, support of research by *ESF* must always be multidisciplinary and trans-national in nature and has to be an add-on to support already granted by *ESF* member organizations.

Out of the 54 recent or upcoming Exploratory Workshops supported by *ESF* at least two have affinity

to psychology: *“Mirror neurons and social cognitions”* and *“Individual and team decisions in economics”*. Of the 36 forthcoming *ESF* Research Conferences again two will be on a theme of (at least some) relevance to psychology: *“New Methodologies and Interdisciplinary Approaches in Global Change Research”* and *“Social cognitive neuroscience”*. Additional themes from the 2007 *ESF* program also bearing on psychological expertise were *“Experimental cognitive robotics”* and *“Three-dimensional sensory and motor space: Perceptual consequences of motor action”*. Of the current *ESF* Research Networking Programmes at least four carry links to psychology (funding periods in brackets): *“European Neuroscience and Society Network”* (2006-2012), *“Qualitative Research in Social Sciences in Europe”* (2006-2010), *“Quantitative Methods in Social Science”* (2006-2010) and *“European Social Cognition Network”* (2003-2008).

By the time of this writing psychology is not yet in a high priority ranking in *ESF* funding decisions. In addition to opening up new opportunities, regional coordination in research funding also puts additional challenge on a science to make its input early enough in the planning phase in order to succeed.

Two important institutions for research support operate under the European Commission, one for support of collaborative policy-driven research and one for support of individual investigator-driven research:

At the level of the European Commission research and innovation fall under the aegis of Directorate XII (<http://ec.europa.eu/education>). It coordinates collaborative policy-driven research support, since 1984 under successive so-called ‘Framework Programmes’ which are deliberated and subsequently adopted by the European Parliament and the Council of the European Union. Lead theme under the current 7th Framework Programme (*FP7*; 2007-2013) is *“Climate Change: Social and Economic Issues”*. The 7-year program budget of 53.2 billion euros (approx. 66 billion US\$) is to *“contribute towards promoting growth, sustainable development and environmental protection, including by addressing the problem of climate change”**. To this end *FP7* supports *“research actions carried out in trans-national cooperation in the following thematic*

* Thereby extending beyond the current 27 EU member states.

* Official Journal of the European Union L412/1, 30/12/2006 (http://ec.europa.eu/dgs/research/index_en.html).

areas **:

- *Health; ...*
- *Information and Communication Technologies; ...*
- *Energy;*
- *Environment (including Climate Change); ...*
- *Socio-economic Sciences and Humanities*“.

Online documentation on the *FP7* explains how researchers may submit grant proposals. Judging from personal experience with research support received under previous Framework Programmes (cf., for example, Levy-Leboyer et al., 1996) a significant enrichment of international collaborative research should be expected to get facilitated also in psychology under the new *FP7*.

A new, second research support agency under the aegis of the EC Commission, the *European Research Council (ERC)*; (<http://erc.europa.eu>), is restricted exclusively to funding of investigator-driven research and quite different in policy from the fore-mentioned *FPs*. First, *ERC* rules do not require any trans-national partnership or consortia on the applicant side. Nor are they limited to any thematic or policy-driven research priorities. Sole evaluation criterion is scientific excellence of a grant proposal, with no political consideration (like balanced spread of support over different regions of Europe) coming into play. *ERC* “grants aim to support ‘frontier research’, in other words the pursuit of questions at or beyond the frontiers of knowledge, without regard to established disciplinary boundaries. ... Pioneering proposals addressing new and emerging fields of research or proposals introducing unconventional, innovative approaches and scientific inventions are encouraged” (Cf. <http://erc.europa.eu/index.cfm?fuseaction=page.display&topicID=64>).

Endowed with a budget of 7,6 billion euros (equivalent to over 9.4 billion US\$) under the present *FP7*, the *ERC* is the first Europe-wide funding body set up to support investigator-driven research meeting competitive standards of scientific excellence and innovation. It is to complement national schemes of research funding and aims at strengthening and shaping the European research system. In two categories it provides for both ‘Starting Independent Researcher Grants’ and ‘Advanced Investigators Grants’, respectively. Available *ERC* on-line documentation (see footnote 15) shows that under this competitive grant scheme psychology is already very

well funded and recognized.

Looking across the three research support schemes *ESF*, *FP7*, and *ERC* as sources of research support one must not lose sight, however, of an inherent zero-sum-game limit: Financial resources for the three all originate in European state budgets for science and research. The more these budgets set aside to these European funding schemes, the less they can keep and assign to research support within their respective home countries. As in education, regional integration and cooperation cannot be had for free in research support either.

Yet there is a second, equally important facet in European integration pertaining to psychological science and innovation that goes well beyond research support: novel needs and themes for psychological research itself. As they may apply also to programs of psychological development in other regions I will briefly address them by way of two examples:

The first one comes from organizational psychology. As private and public institutions begin to recruit personnel in and from different European countries one needs psychological assessment, personnel recruitment, and personnel promotion methods that are truly equivalent (in reliability, validity, and effectiveness) and culture-fair across different cultures, languages, and company styles in Europe. Data presented in section 1 on the ‘many faces of Europe’ may make one appreciate the dimension of this challenge to psychological methodology. It came up already more than fifteen years ago in the first astronaut selection testing program for the *European Space Agency ESA* (Cf. German Aerospace Center: Institute of Aerospace Medicine – Department of Aviation and Space Psychology, <http://www.hh.dir.de/english/indexe.htm>). It is now to become standard in Europe in psychological test development and personnel management. Psychometric criteria and controls hitherto only attended to in so-called cross-cultural testing (see Van de Vijver and Leung, 1997) now become critical for new psychological assessment developments right in Europe. Already test authors and publishers are taking up this new task. New standard ability and personality test are no longer translated from an original language (and culture) into other languages (and cultures) but designed and constructed right from the beginning in parallel language (and culture) editions (Cf. <http://www.hogrefe-testsystem.com/ztd/HTS/welcome.html>). This may serve to show that in psychology regionalization

** Selective citation of areas more closely related to psychological science.

can even serve as a stimulus for scientific methodological innovation.

The second example comes from clinical psychology. Among its constitutional principles, the European Union guarantees to citizens of member states free mobility, be it professionally or privately. Already this freedom is widely used – with another important consequence for psychology: More and more we approach in Europe a multi-cultural form of social life, with persons from Portugal living/working in Poland or Hungary or persons from Germany living/working in France or England (not so speak of immigration to Europe from countries outside Europe). If a “migrant” happens to need psychological service in her/his new country of residence, be it after an accident resulting in brain dysfunction, be it in marital counseling or in psychological assessment of a child in need of remedial training, professional psychologists will need to resort to psychological assessment techniques that are proven valid and fair across cultures and languages. Here much work is still lying ahead of us, in theory, in methodology and in application, which should prove seminal also for psychology beyond the European context.

To conclude:

I wanted to illustrate, by an example from Europe, that for psychology international collaboration and cooperation can have specific agendas also at a

regional level, beyond perspectives and tasks obvious at the global level. I hope I was able to show that regional integration and development is not only a necessary commitment, but may even become an innovative challenge for psychological science itself. May this article perhaps stimulate reflection and confident action to this end also for other regions.

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地区层面上的心理学国际合作：以欧洲为例

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摘要 根据需要，心理学的国际合作能够且需要在不同的层面上进行，包括全球层面、地区层面甚至局部地区层面。在回顾国际化心理学的主要功能之后，以欧洲为例阐述了心理学在地区层面上跨国合作的近期进展情况。在介绍“欧洲的各个侧面”部分，通过数据比较说明了欧洲传统文化的多样性，教育领域亦如此。为了欧洲一体化，欧盟大力支持各种形式的学术培训及科学研究的合作交流，在心理学领域也有明显的效果。本文通过欧洲地区性的课程创新、原创性的研究、新出现的心理学跨国组织对心理学领域的合作进行了说明。如果要与欧洲各心理学研究机构进行合作交流，本文可能会有所帮助。本文也会激发世界其他地方思考地区性合作的可能性和实际需要。

关键词 心理学；国际合作；欧洲

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