



HISTORY, DIFFICULTIES, AND CHALLENGES OF THE IBERO-AMERICAN FEDERATION OF PSYCHOLOGY ASSOCIATIONS

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El objetivo del artículo es presentar y describir los principales elementos fundacionales, así como los eventos icónicos y misionales de la Federación Iberoamericana de Asociaciones de Psicología (FIAP). Se señalan las contribuciones, las tareas de la Federación y las dificultades para construir una psicología organizada que es vulnerable a las fragilidades y la diversidad de las realidades socioeconómicas y sociopolíticas de la región, para finalmente discutir su papel dentro de la organización y representación de la profesión psicológica, así como las insuficiencias, los retos y las tareas de la misma para continuar favoreciendo el posicionamiento y la internacionalización de la ciencia psicológica y la profesión de los países de lengua española y portuguesa.

Palabras clave: FIAP, Organizaciones científicas, Organizaciones profesionales, Globalización, Psicología iberoamericana.

The main aim of this article is to present and describe the main foundational elements, as well as the iconic events and mission, of the Ibero-American Federation of Psychology Associations (FIAP). The contributions and tasks of this organization are described, as well as the difficulties of constructing an organized psychology, vulnerable to the fragilities and diversities of the socio-economic and socio-political realities of the region. The final purpose is to discuss the role of the FIAP within the organization and representation of the psychology profession, as well as its shortcomings, challenges, and tasks, in order to continue to promote the positioning and internationalization of the science and profession of psychology in Spanish and Portuguese speaking countries.

Key words: FIAP, Scientific organizations, Professional organizations, Globalization, Ibero-American psychology.

Any reflection on this complex and regulated, although somewhat diffuse, social practice—*What is this thing called Psychology?*—forces an analysis of both the agents of the scientific and the professional work, as well as the organizations that comprise those who research and those who act within any profile of the profession. Public or private institutions, university departments or institutes, professional colleges, scientific or scientific-professional associations, and even psychology companies develop various products and generate results, that is, methods, substantive statements, instruments of various kinds, psychotechnologies. These products are also communicated, they are transferred, and they generate training products, i.e. they are appropriated academically, socially, and even technologically. This process is linked to communication processes through books, articles, monographs, letters, proceedings, conferences, even in specialized blogs, social networks, and media. Organizations develop strategies for positioning and internationalization. Tracking the practices of psychologists is complex due to the

diversity of their activities; the research and professional activity has multiple sources and uses different media, some of which have received more attention than others in the specialized literature. Among them, the organizations themselves (e.g., professional associations) have not been paid the most attention in the historiographic research (Tortosa, 2019)

We start from a multidimensional and polyethnic conception of the discipline, which conceives it both as the result of a production activity and as an organized, socially and culturally contingent production activity in a historical space and time. Psychology has experienced a progressive and growing dynamic of globalization, promoted by information technologies and communication policies, which is manifested not only in collaborations between researchers in the academic world, but also in the professional field, in the bilateral and multilateral relations of local and regional organizations, and, of course, in the creation of multilateral organizations (Rich, 2020).

The drive for internationalization was boosted by World War II, as can be seen in the case of psychology. It was proportionally faster outside the USA, and in the areas of application (Bullock, 2012). It is the result (van de Vijver, 2013) of both the external dynamics, especially globalization,

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and the internal dynamics, of psychology itself, which was increasingly shaken up by academic and professional mobility, and the demands of international projection and cooperation by the quality accreditation agencies that measure scientific outputs. In fact, despite the difficulties involved in this type of count, it can be stated that the number of psychologists in Latin America exceeds that of the USA or Europe, and is experiencing accelerated growth in the most disadvantaged continents, where there are already regional groups such as the ASEAN Regional Union of Psychological Societies (ARUPS), the Asian Psychological Association (APsYA), the Arab Union of Psychological Science (AUPsyS), or the Pan African Psychology Union (PAPU). There are hundreds of national psychology associations, and hundreds of associations of diverse scope, many of them linked together by Federations and Organizations of a supranational nature¹.

Throughout this complex process, the reference organizations, universities, and scientific and professional associations, play the important role of embodying a generally acceptable reference, at least for those who define the curricula, determine the lines of funding, regulate the professional profiles, or are responsible for the recognition of research «excellence». Professional associations are organizations that build and manage a discourse and a line of action that was created, configured, and maintained to serve missionary interests, and through specific actions, such as congresses, definition of profiles, and publications, they promote meetings and collaboration between representatives of different territories.

We propose an organizational perspective of the discipline of psychology, a fertile historiographic hypothesis that has promoted the analysis of different dimensions of scientific and professional organizations and their possible interactions. From this perspective, we have studied mainly journals (Tortosa, González, Santolaya, & Aguilar, 2020), although there is growing attention towards transnational organizations (i.e., Adair, Unik, & Huynh, 2010; Carpintero, Ardila, & Jacó, 2020; Cautley, 1992; González, 1998; Merenda, 1995; Pickren, & Fowler, 2012; Rosenzweig, et al., 2000; Tortosa, 2019)

From this perspective we approach the Ibero-American Federation of Psychology Associations (FIAP). The objective is to present and describe its main foundational elements, as well as its iconic and missionary events. The contributions, the tasks of the federation and the difficulties in building an organized psychology that is vulnerable to the fragilities and diversity of the socioeconomic and socio-political realities of the region are discussed, to finally discuss its role within the organization and representation of the profession of psychology, as well as its insufficiencies, challenges, and the tasks it must undertake in order to continue to promote the positioning and internationalization of Ibero-American psychology.

THE ROLE OF THE INTERNATIONAL ASSOCIATIONS

With differing degrees of success, the discipline of psychology began its journey in the main territories of *old* Europe and *young* America in the last third of the nineteenth century, and this took place in the universities. «*It was then that the structure of the scientific profession was really configured*» (Sánchez-Ron, 1991, 95). Psychology followed independent lines of development in the two continents, in spite of their mutual fertilizations and communalities.

In those times of lack of definition (Alvarado, 2017; Coon, 1992; Sommer, 2013), one of the common aspects in the emerging project of the discipline of psychology (Benjamin & Baker, 2012; Pawlik & Rosenzweig, 1994) was to try to achieve scientific and, soon, professional status, as well as an identity as a differentiated discipline. For this it was necessary to create stable structures, with power within the disciplinary organization, and national and international projection. Thus, national associations emerged, such as the French (Anonymous, 1885; Mucchielli, 1998), Russian (Poole, 1996, 2003), American (Dewsbury, 1996-2000; Fernberger, 1932), British (Lovie, 2001; Steinberg, 1961), German (Ash, 1980; Gundlach & Stöwer, 2004), or the Argentinian (Klappenbach, 2004; Rossi & Jardón, 2014) associations, which began to provide meeting places and publications for the few who began to consider themselves as psychologists.

Key in this process were the International Congresses of Psychology, which began in Paris in 1889 (Montoro, Carpintero, & Tortosa, 1983; Sabourin & Cooper, 2014), promoted by the national associations and maintained by the International Committees of Psychology, until the definitive constitution of what is today the International Union of Psychological Science (IUPsyS) (Rosenzweig, et al., 2000).

After the First World War, as psychoanalysis had done a decade earlier (Loewenberg & Thompson, 2012), applied psychology joined this globalizing effort. In 1920, with the aim of facilitating contact between professional psychologists from all over the world and defining fields, the then-named *Association Internationale de Psychotechnique* (Gundlach, 1998) was formed. Up to eight times (1920-1934) they met in congresses dominated by European psychotechnicians (Trombetta, 1998), contributing, together with the International Committees of Psychology, who also organized another five international congresses (1923-1937), during the complex inter-war period, to put psychology and its applications on the map and in a prominent place.

Although the outbreak of World War II put a halt to the process, the pause was temporary (Pickren, & Fowler, 2012). The two international associations were reestablished in the middle of the Cold War, taking advantage of a UNESCO initiative to strengthen international collaboration, to promote

¹ Global vision: Psychology Resources Around the World. Country Information. Website accessed (<https://psychology-resources.org/explore-psychology/association-organisation-information/country-information/>) on 10/04/2020 at 10:37h.



psychology in less developed countries, and to encourage the globalization of science through the creation of international societies (Carpenter, Ardila, & Jacó, 2020; Rosenzweig, et al., 2000). Both the associations and their periodic congresses were relevant, not only because of the formal aspects, where they contributed with publications and journals of impact, but also because of the informal aspects of communication in science (APA, 1968; Compton & Garvey, 1967).

Ibero-America soon joined this process. On December 17, 1951, the Inter-American Society of Psychology (SIP) was created in Mexico City «as an entity to bring together psychologists and professionals from similar fields, in order to promote working and academic-scientific relationships among people interested in psychology and related disciplines» (Maluf, 2012, 215). This society immediately became a key organizational factor in the interconnection between national psychologies, and in the definition of a common front for international projection (Gallegos, 2013; Gallegos, et al., 2018).

From the 1950s onwards, psychology degrees and national associations representing them socially and professionally began to emerge. They sought to define, position, and internationalize psychology in each country. Gradually, the first regional federations began, which grouped these national associations, and soon professional associations as well.

In the 1970s, to confront the *imperialism* of American psychology, there was a European organizational movement for psychologists and national associations to cooperate, to begin a process of harmonizing training curricula, and to initiate strategies for professional mobility and positioning. The 1980s began with the founding of the European Federation of Professional Psychologists' Associations (EFPPA), with the aim of developing a transnational organization, and to meet periodically to address common problems (Lunt, 1996). It eventually became (London, July 7th, 2001) what is now the European Association of Psychologists' Associations (EFPA). The disappearance of the first «P» was experienced by many as a serious loss (Poortinga, & Lunt, 2011), but the scientific-professional conception of the discipline prevailed over the more reductive one of focusing the work of the association only on the professional dimension (Freeman & Steyaert, 2011).

THE IBERO-AMERICAN FEDERATION OF PSYCHOLOGY ASSOCIATIONS

In recent decades, psychology has become a more globalized discipline². Various estimates suggest that today probably four out of five psychologists reside outside the USA. The EFPA and the Brazilian *Conselho Federal de Psicologia* each have practically triple the number of members the APA

has. Ibero-America is the region that has the largest number of psychology programs, students, and psychologists in the world (Gielen, Rich, & Takooshian, 2017; López-López, et al., 2018), which has given it a prominent role at the global level (Rich, 2020).

The associations and federations have ended up acquiring critical importance to face the exuberant reality of psychology. These organizations have not only taken on issues related to research and undergraduate education, but they also assume issues related to post-graduate training and research, and they focus on the more scientific and academic aspects. There are also hundreds of organizations that bring together active psychologists, with a greater emphasis on the defense of the profession than on academic issues, emphasizing guild aspects, such as the professional associations. In addition, organizations specializing in different professional profiles abound. These organizations not only have different mission emphases, but also electoral systems of democratic management and diverse organizational structures that frequently generate dynamics that make them unpredictable. The asymmetry in terms of resources, mission objectives, dimensions, and institutional stability is a strength, but at the same time a weakness.

There are basic differences between the interests of organizations focused on training and research, and those focused on the profession and guildism, because, although theoretically complementary, their mission objectives and interests do not always coincide, and end up producing fractures that deteriorate the development of the discipline. The ruptures between those responsible for training, research, and the profession end up affecting psychology in terms of its quality, regulation, updating, and dialogue with society. Hence, the importance of supranational associations. Many of these group individuals together, such as the *Sociedad Interamericana de Psicología* [Inter-American Psychology Society] at the regional level, but there are also those that group together other organizations, such as the *Federación Iberoamericana de Asociaciones de Psicología* [Ibero-American Federation of Psychology Associations], and that have other functions, such as those of developing synergies, sharing experiences, and empowering the organizations themselves.

In this scenario, the Spanish Psychological Association played a crucial role. Once consolidated, it designed an internationalization policy (Santolaya 2001) with three central axes: the global one, which links it to the IUPsyS and the IAAP, the European one to the EFPA, and the Ibero-American one, where it organized with the SIP the First and Second Ibero-American Congresses of Psychology (Madrid 1992, 1998) that led to the creation of the FIAP. The congresses not only provided a framework for Ibero-American psychologists to meet, but also promoted the exchange of ideas and

² An overview can be obtained from the Teaching Psychology around the world series which started in 2012 (McCarthy, et al, 2007).



experiences, and the establishment of working groups and programs between countries. One of the main conclusions of the second congress was the need to establish a permanent structure that would bring together the different efforts of the Spanish and Portuguese speaking Psychology Associations, which would lead to the immediate creation of the FIAP (Psicofundación, n.d., a).

Thus, at the III Ibero-American Congress of Psychology (Bogotá, Colombia, July 21st-27th, 2002) organized by Francisco Santoaya-Ochando, Wilson López-López, and María Constanza Aguilar-Bustamante, under the leadership of the presidents of the Spanish Psychological Association and the Colombian Association for the Advancement of Behavioral Sciences, the FIAP was created. The first Board of Directors of the Federation was constituted, responsible for piloting the transition from a plan to a reality (Table 1).

The founding organizations expressed their intention to join this federation, for which they indicated the objectives, structure, functions, and coordination systems. The following year, on May 31, 2003, the same representatives signed the founding act of the FIAP in Medina del Campo (Valladolid, Spain) (Table 2). During the meeting, the statutes were formalized, Article 1 of which states «1.1. The Federation is registered in Spain and approved in each of the member countries.”

The FIAP has several missionary objectives: 1. To contribute to the development of Ibero-American psychology 2. To strengthen organized psychology in Ibero-America 3. To strengthen research. 4. To strengthen the processes of training, mobility, and cooperation. 5. To strengthen scientific

communication. 6. To strengthen the initiatives to develop programs that attend to problems in the region. It also committed to do the following: 1. To organize contacts and networks among associations and members. 2. To establish relationships with relevant national and international organizations and administrative bodies in Latin America. 3. To disseminate information regarding professional issues of psychologists. 4. To organize regular conferences, seminars, and meetings for psychologists in all areas, related and associated matters. 5. To develop structures of sections and divisions of scientific and professional matters. 6. To manage actions aimed at developing research work.

These objectives, and their manifested commitments, have since guided the FIAP’s actions. A fundamental one has been, with different collaborating associations, to organize biannual congresses (Table 2).

The presidents of the FIAP have changed in accordance with the presidency of the organization of the congresses. When a congress is granted to an organization, it also takes over the presidency of the FIAP for the period leading up to the congress. The organization therefore does not hand over the presidency to an individual but to an organization, in this sense the presidency is a responsibility of the institution that assumes the organization of the next congress event. The system tests institutional responsibilities and their stability. The FIAP, in its integrating and representative effort, always keeps in mind the fulfillment of its major mission objective, «to contribute to the development of psychology as a science and profession in Spanish- and Portuguese-speaking countries.

**TABLE 1
FIRST BOARD OF DIRECTORS OF THE FIAP**

Position	Name	Country
President	Carlos Urrutia Schwartz	<i>Colegio de Psicólogos de Chile</i> [Chilean Psychological Association]
General Secretary	Francisco Santolaya Ochando	<i>Colegio Oficial de Psicólogos de España</i> [Spanish Psychological Association]
Treasurer	Mario José Molina Soto	<i>Federación de Psicólogos de la República Argentina</i> [Federation of Psychologists of Argentina]
Vice President of Research	Rosario Valdés Caraveo	<i>Consejo Nacional para la Enseñanza y la Investigación en Psicología de México</i> [Mexican National Council for Teaching and Research in Psychology]
Vice President of Publications and Dissemination	Wilson López López	<i>Asociación Colombiana para el Avance de las Ciencias del Comportamiento</i> [Colombian Association for the Advancement of Behavioral Sciences]
Vice President of Professional Training and Accreditation	Oscar Marín Blanco	<i>Federación de Psicólogos de Venezuela</i> [Federation of Psychologists of Venezuela]
Vice President of Professional Development and Certification	Luis Zapata Ponce	<i>Colegio de Psicólogos del Perú</i> [Psychological Association of Peru]



TABLE 2
FIAP CONGRESSES

Number	Headquarters	Organized by	Date	President	Motto
III	Bogota (Colombia)	COP ABA Colombia	21-27 / 07 / 2002	Francisco Santolaya Ochando Wilson López López María Constanza Aguilar-Bustamante	<i>Por una psicología [Iberoamericana For an Ibero-American psychology]</i>
IV	Santiago de Chile (Chile)	FIAP <i>Colegio de Psicólogos de Chile</i> [Chilean Psychological Association]	19-22 / 07 / 2004	Carlos Urrutia Schwartz	<i>Temas Contingentes de la Psicología Iberoamericana</i> [Contingent Issues in Ibero- American Psychology]
V	Veracruz (Mexico)	FIAP <i>Consejo Nacional para la Enseñanza y la Investigación en Psicología de México</i> [Mexican National Council for Teaching and Research in Psychology]	17-19 / 05 / 2006	Godeleva Rosa Ortiz Viveros	<i>Construyendo espacios y vínculos interculturales en Psicología</i> [Building intercultural spaces and links in Psychology]
VI	Lima (Peru)	FIAP <i>Colegio de Psicólogos de Perú</i> [Psychological Association of Peru]	16-19 / 07 / 2008	Luis Zapata Ponce	<i>Por la integración y prácticas responsables de la Psicología Iberoamericana</i> [For the integration and responsible practices of Latin American Psychology]
VII	Oviedo (Spain)	FIAP COP	20-24 / 07 / 2010	Francisco Santolaya Ochando	<i>La Psicología como motor de futuro en un mundo globalizado</i> [Psychology as an engine of the future in a globalized world]
VIII	Sao Paulo (Brazil)	FIAP <i>Sociedade Brasileira de Psicologia</i> [Brazilian Society of Psychology]	17-20 / 10 / 2012	Brígido Viseu Camargo	<i>Psicología sin fronteras</i> [Psychology without borders]
IX	Lisbon (Portugal)	FIAP <i>Ordem dos Psicólogos Portugueses</i> [Order of Portuguese Psychologists]	10-13 / 09 / 2014	Telmo Mourinho Baptista	<i>Estamos presentes y disponemos de soluciones</i> [We are present and we have solutions]
X	Antigua (Guatemala)	FIAP <i>Colegio de Psicólogos de Guatemala</i> [Psychological Association of Guatemala]	23-25 / 09 / 2016	Maritza Sanchez	<i>Psicología Iberoamericana: Realidades y Transformaciones</i> [Ibero-American Psychology: Realities and Transformations]
XI	Córdoba (Argentina)	FIAP <i>Federación de Psicólogos de la República Argentina</i> [Federation of Psychologists of Argentina] <i>Colegio de Psicólogos de la Provincia de Córdoba</i> [Association of Psychologists of the Province of Córdoba]	11-13 / 10 / 2018	Ana María Delgado	<i>La Profesión en su laberinto: Teorías, prácticas, territorios</i> [The Profession in its labyrinth: Theories, practices, territories]
XII ³	Coahuila (Mexico)	FIAP CNEIP	1-3/04 / 2020	Juan Grapain Contreras	<i>Perspectivas de la Psicología en Iberoamérica: ciencia y profesión</i> [Perspectives of Psychology in Latin America: science and profession]

³ On May 11th, 2019, it was announced that, due to the COVID-19 pandemic, the event was postponed to April 21st-23rd, 2021 (https://www.congresocneip.org/2020/assets/files/20200511_comunicado_congreso.pdf)



La Red de Editores de Revistas de Psicología de Iberoamérica (RERPSi) [The Network of Editors of Psychology Journals in Ibero-America] (RERPSi)

Currently, the use of technological platforms is experiencing a deluge, affecting everything from production to evaluation, including the circulation of published scientific knowledge. The development of regional initiatives, which have managed to consolidate their online digital archives and repositories, has contributed decisively to this prominence.

In the second congress (Madrid, 1998), Wilson López organized a symposium of editors of psychology journals in Ibero-America (Buela & López-López, 2005), who met again four years later in the third congress, and periodically in the subsequent congresses. It coincided with the development of the inter-institutional project of the Universidad Autónoma del Estado de México, aimed at setting up and maintaining the *Red de Revistas Científicas de América Latina y el Caribe, España y Portugal* [Network of Scientific Journals of Latin America and the Caribbean, Spain, and Portugal] (REDALYC), an online scientific journal library with free access (Aguado & Becerril, 2014)⁴. The aim was to contribute to the international visibility of scientific journals published in the region, which are not very professionalized and are very much oriented towards internal production, mostly written in the authors' mother tongues.

At the seventh congress, the *VIII Simposio de Editores de Revistas Iberoamericanas* [Eighth Symposium of Ibero-American Journal Editors] was held, which considered the creation of a Network of Ibero-American Psychology Journal Editors (RERPSi). More than 40 editors from Argentina, Brazil, Chile, Colombia, Mexico, Nicaragua, Peru, Uruguay, and Spain agreed on the text that created this network. The document highlighted the promotion of cooperation between editors in areas such as editorial quality, management and quality of content, accessibility, and visibility of content. The

network also has the task of developing actions aimed at promoting the use of journal content, strengthening the qualifications of the publishers themselves, and implementing actions aimed at the content evaluation processes (López-López, 2010).

At the same congress, fulfilling its commitment to meet the needs of consolidation, visibility, positioning, and internationalization of the scientific literature published in the region, the new portal <http://fiap.redalyc.org/> was presented, which includes open access journals that have passed a set of more than 70 criteria of editorial quality (López-López, 2018). Its ultimate objective was to contribute to the dissemination of the scientific psychological publishing activity of the region, as well as to provide it with greater visibility.

The network has been the support for the development of this portal. It has also been sensitive to various types of issues, such as the training and professionalization of editors, or the controversies regarding the evaluation and measurement systems of the journals. Obviously the most pressing problems that threatened in 2003 have changed. In an attempt to confront and overcome the new technical and economic threats (new business models for large commercial publishers), the 3rd International Congress of REDALYC Publishers proposed the Mexico Declaration in favor of the Latin American non-commercial open access ecosystem (<http://www.accesoabiertoalyc.org/declaracion-mexico/>). Its mission is to exclusively integrate journals from any region that share the nonprofit publishing model in order to preserve the academic and open nature of scientific communication.

REDALYC is currently seeking to build new collaborative projects such as AmeliCA (<http://amelica.org/>), which was launched in November 2018. It is an open knowledge initiative for Latin America and the Global South in Social Sciences and Humanities, which seeks, beyond creating and maintaining a non-commercial structure where scientific publication belongs to the academic institution and not to large publishers, to make Open Access a true reality (Becerril, & Aguado, 2019).

La Red Iberoamericana Universitaria de Psicología [The Ibero-American University Network of Psychology] (RIUP)

At the First Meeting of Deans of Psychology held at the founding congress, representatives of faculties, departments, and programs presented and discussed various aspects related to the training of the psychologist in the different countries, and decided to organize themselves as a network (Table 3). Its purpose was to propitiate effective communication channels, which would allow the exchange of information and promote

**TABLE 3
COUNTRY COORDINATORS**

Bolivia:	Edwin Jijena
Brazil:	César Ades
Colombia:	M ^o Mercedes Botero
Chile:	Luis Ahumada
Spain:	Francisco Fernandez
Ecuador:	Lorena Astudillo
Guatemala:	M ^o Pilar Grazioso
Mexico:	Lucy Reidl Martínez
Peru:	Lupe García
Venezuela:	Gustavo Peña

⁴In 2004, Wilson López joined the project, actively participating in the transformation of REDALYC, which took place in June 2008 (Aguado, Rogel, Garduño, & Zuñiga, 2008). López began working on a specific catalog for the psychology journals (López-López, Aguilar, Aguado, & Becerril, 2016).



disciplinary growth at the Ibero-American level. The result of that work was a set of action proposals oriented to mutual cooperation and collaboration (FIAP, 2002a), and what became known as the «Bogotá Declaration» (FIAP, 2002b), signed by representatives from Bolivia, Brazil, Colombia, Chile, Spain, Ecuador, Guatemala, Mexico, Peru, and Venezuela.

The RIUP nominated the *Asociación Colombiana de Facultades de Psicología-ASCOFAPSI* [Colombian Association of Psychology Faculties] for the presidency (Botero, 2002), and María Mercedes Botero, director of the psychology program at the Universidad del Norte (Barranquilla, Colombia), became the first network coordinator. She was succeeded, in 2012, by Claudia Caycedo, at that time the dean of the Faculty of Psychology of the Konrad Lorenz Foundation (Bogotá, Colombia).

The success of the project was immediate. At the network's second meeting (Santiago de Chile, 2004), it was already made up of more than 60 institutions (Botero, 2004).

The specific objectives focused on training, accreditation and institutional quality assessment, inter-institutional agreements, research and its main lines, dissemination, and communication channels. An activity plan was also established, and the strategies required for the implementation of the agreements reached were determined.

The Ibero-American Training System in Psychology (SIFIP)

Lifelong learning, a central aspect in many Ibero-American codes of ethics, has been gaining prominence at FIAP. The system is under development, and intends to establish formal processes of permanent updating, compatible with the developments and resources of the discipline in the region. The reference model is the Spanish *Programa de Formación Continua a Distancia* [Continuing Distance Education Program] (FOCAD).

The program was born in 2008 with the aim of promoting the scientific and professional updating of the members in different fields of psychological intervention. The program consists of the study, and subsequent evaluation, through a system of self-completed questionnaires, of various educational materials prepared by prestigious professionals. After passing it, interested individuals can obtain certificates to accredit the courses passed (*Anónimo* [Anonymous], 2008). Throughout its 12 years more than 16,000 members have obtained at least one certificate (*Anónimo* [Anonymous], 2019)

Currently, the FIAP intends to extend this distance training program for psychology to the entire network of qualified individuals and associated members in the Ibero-American region.

La red Iberoamericana de Psicología de las Emergencias [The Ibero-American Network of Emergency Psychology] (RIPE)

This network was formally constituted on October 19, 2012, during the eighth congress. The foundational act was signed in Spanish and Portuguese by important personalities from 27 institutions in the field of psychology, belonging to 9 countries (Spain, Colombia, Mexico, Portugal, Brazil, Argentina, Chile, Guatemala, and Peru). These include public universities, professional colleges and associations, national and local institutions whose mission is to intervene in emergency and disaster situations. It aims to twin psychologists from the European Union and Latin American countries to share purposes, objectives, and procedures, as well as to promote research, training, development, and innovation in the area of emergency psychology, in a globalized way (González & Fernández, 2012). Currently, it is composed of 39 organizations as associated members and collaborators.

Psicofundación hosts the Permanent Secretariat of the RIPE,

TABLE 4
IBERO-AMERICAN PSYCHOLOGY AWARDS

Year	Individuals and institutions awarded and categories
2010	Emilio Ribes Iniesta (Mexico). Award for Recognition of Academic and Professional Career. José Rodríguez Valderrama (Colombia). Award for the Recognition of Academic and Professional Career.
2012	Joao Claudio Todorov (Brazil). Award for the Recognition of Academic and Professional Career.
2014	Manuel Berdullas Temes (Spain). Award for Recognition of Academic and Professional Career.
2016	David Jauregui Camasca (Peru). Award for the Recognition of Academic and Professional Career. Jesús González Amor (Spain). Award for Recognition of Academic and Professional Career. Posthumous. REDALYC. Institutional recognition to REDALYC for its contribution to the psychology of latin America, especially for the portal fiapredalyc.org (Mexico)
2018	Hugo Klappenbach (Argentina). Award for the Recognition of Academic and Professional Career. Claudia Caycedo Espinel (Colombia). Award for the Recognition of Academic and Professional Career. <i>Ordem dos Psicólogos de Portugal</i> [Order of Psychologists of Portugal] (Portugal). Institutional Recognition



and has been organizing network conferences. It has worked on the establishment of the *Grupo Interinstitucional de Psicología de Emergencias y Catástrofes* [Inter-institutional Group of Emergency and Disaster Psychology], with the participation of the General Council of the Spanish Psychological Association (CGPE), the FIAP, and other Ibero-American professional associations and organizations linked to the field, for the constitution of an international network aimed at the development of emergency psychology (psicofundación, n.d.,a).

It already has a portal, <http://www.psicofundacion.es/index.php?page=RIPE>, where there are multiple resources, such as guides and materials for psychological care in emergencies. The network has provided various services in emergencies that have occurred, and its guides have served as a support in various disasters.

During the Eleventh Ibero-American Congress, the new projects of the network were shared within the framework of the Sixth RIPE Technical Conference⁵. Shortly before, a *Boletín* [Bulletin] was launched, and the new strategic lines of action of the network were presented.

Los premios iberoamericanos de psicología [The Ibero-American Psychology Awards]

On the initiative of the Council of the Spanish Psychological Association, since the Oviedo Congress in 2010, a number of Ibero-American prizes in psychology have been awarded (Table 4). In the first version they were awarded in the categories of Guild and Professional Contribution and the Academic Category, they have also been given to institutions and posters have been awarded. From the year 2020, specific research investigations will begin to be awarded.

THE DIFFICULTIES AND CHALLENGES

Ibero-American psychology is an undeniable reality, and, moreover, it is in continuous growth. It ranks in the top 5 worldwide, but individually, except for Spain, its publications have little prominence in WOS, and somewhat more in SCOPUS. There is an abundant bibliography that, in quantitative terms (i.e., López-López et al., 2015; García et al., 2019; Tibaná, Fernández, & De Moya, 2018), shows that international cooperation among authors, groups, institutions, and countries influences the production, dissemination, and visibility of knowledge.

There have been attempts to understand what those who practice science understand about the strengths of this cooperation (García, Acevedo, & López-López, 2015; García, et al., 2016). They coincide in pointing out that it enables the creating and/or enriching of research lines, makes it possible to carry out cross-cultural studies, sharing knowledge, experiences, and resources (financial, human, technical, instrumental, and methodological), presenting

applications for international funds, proposing the organization of scientific events, increasing the number of publications, and improving their scientific level and visibility. In short, it makes it possible to disseminate, position, and make more visible the local and regional knowledge. Therefore, the difficulties in cooperation (final drafting of the type of document, data collection, exchanges for joint work, work and research agendas, financial limitations, etc.) are secondary.

It continues to be necessary to consolidate collaborative networks and encourage joint research practices of a transnational, and even trans-continental, nature in order to better the position of the Ibero-American psychological literature (López-López et al., 2011). In this field, the FIAP «has gradually become a fundamental entity for the dynamization of the relations among the Ibero-American Psychological Associations. The communication and cooperation among them has resulted in an exponential increase in the exchange of knowledge related to the development of psychology». (CGPE, 2019, 92-93). The FIAP favors collaboration between countries that share a culture and mother tongues, but not a common vision of psychology (López-López & Aguilar, 2013).

The production of knowledge in psychology in the region has been increasing exponentially, and the quality of the works, the journals, and the international positioning are also growing (Tortosa, González, Santolaya, & Aguilar, 2020). Collaborative processes in training, research, and professional performance are growing. In addition, our societies are placing increasing importance on the role of psychology in social agendas. A positive dynamic in which FIAP has already played a determining role.

However, it is a complex and difficult role. Organized psychology in the region is not far from the economic, political, social, ideological, legal, and institutional crises and dynamics of the countries, which generate deep asymmetries, local situations that, since FIAP is an organization of organizations, end up affecting the federation itself. We cannot forget that those who generate that knowledge relate to each other through processes that commit resources, governance, and ethics both institutionally and nationally (López-López, 2019a). Local professional careers are increasingly passing through an international context that affects, sometimes dramatically, the processes of academic, social, and technological appropriation of knowledge, its dissemination and, above all, its visibility, a crucial factor in the development of academic and/or professional careers (Tortosa, Osca, López-López & Alfaro, 2019)⁶.

In the case of psychology, the problem becomes more complex in different ways. On the one hand, because of its multiple disciplinary relationships; on the other, because it has not always articulated without conflict the path of

⁵ The document «Strategic Lines of Action of the RIPE Network» for the period 2018-2020 is available at <http://www.psicofundacion.es/index.php?page=objtivos-2>.



developments in basic and applied psychology with innovations from the professional world (i.e., Pickren, & Rutherford, 2017; López-López, 2015).

Like other continental projects, Ibero-America is subject to numerous pressures from the international context, and because it is considered a source of emerging resources, it is also in the sights of powerful information companies, which control a very high percentage of the published knowledge. This pressure does not allow the governance to focus on local or regional interests, to enable a self-sustaining ecosystem, to privilege one's own product. One example is the strong growth of content published in English, to the detriment of those using local languages. Therefore, it is necessary to propose an ecosystemic perspective on the creation, management, dissemination, and local, regional, and international positioning of the knowledge generated, which allows for an integral perspective and guidance towards sustainable systems of training and innovation processes of knowledge, production, and communication (López-López, 2019b, 2019c). A perspective that assumes the commitment to open access to knowledge and biblio-diversity, that emphasizes the criticism of evaluation and incentive systems that do not take this diversity into account, that promotes metrics focused on the evaluation of each specific product and its academic, social, and technological impacts (Tortosa, González, Aguilar, & Santolaya, 2020).

In anticipation of this perspective, the FIAP adopted an organizational format with two permanent secretaries, understood as management bodies, one for administrative and financial matters, and the other for coordination, which seeks to respond to the differences and asymmetries between countries.

On the other hand, it is clear that Ibero-America has a knowledge ecosystem in which asymmetries between countries in knowledge infrastructures make it a challenge to build collaborative systems that allow for the construction of synergies in the midst of differences. The way forward is not to force the incorporation of governance models that promote metrics and incentive systems that may increase the inequalities and widen the gaps between countries and regions, devaluing the knowledge generated, making it invisible, and even destroying it (López-López, 2019b). For this reason, despite the difficulties inherent in the different psychological organizations in the region and in the production and management of local and regional knowledge, it is necessary to have organizations that are sensitive to differences and are capable of generating the necessary synergies, and of creating spaces for meeting and discussion that promote the richness of difference.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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° Even some of the richest nations have risen up against these information monopolies, as reflected, for example, in the DORA Declaration (2012) and the Leiden Manifesto (2014).



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