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**Report on the first Training Seminar
of the ETUCE and EFEE Project**
*Social Partners Promoting Decent Workplaces
for a Healthier Working Life*

London, 29 January 2016





Egalement disponible en français sous le titre:

Rapport du second séminaire de formation du projet conjoint CSEE-EFEE 'Les partenaires sociaux favorisent des lieux de travail décents dans l'éducation

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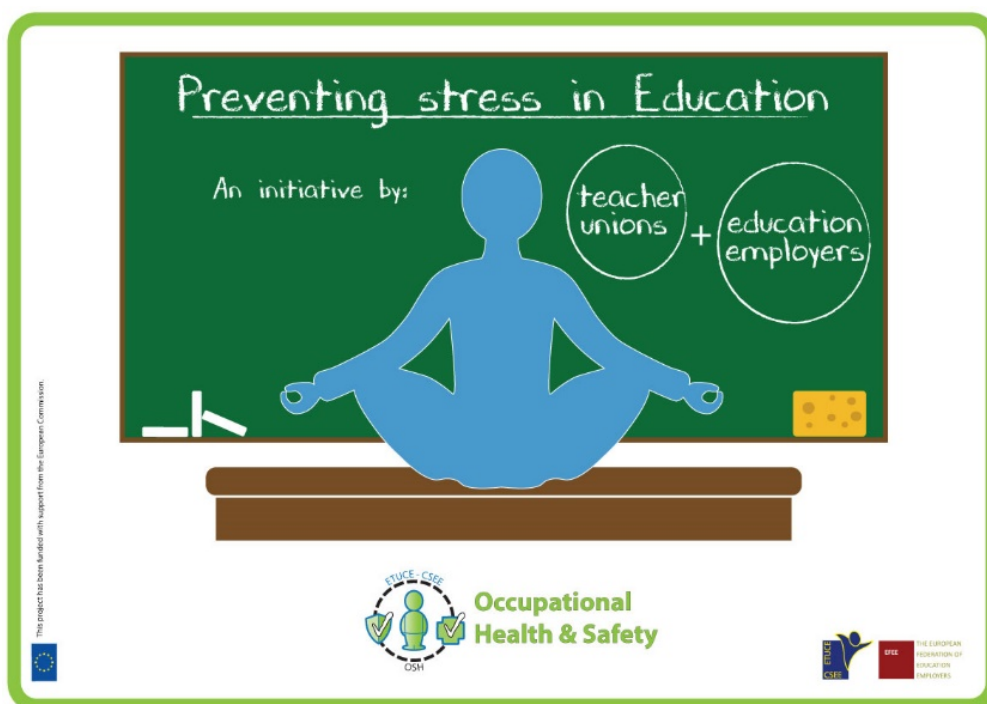


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1. Introduction

The second training seminar of the project '*Social Partners promoting Decent Workplaces in the Education Sector for a Healthier Working Life*' took place on 29 January 2016 in London, United Kingdom. The project seeks to identify concrete ways to prevent work-related stress and psychosocial hazards and to promote social partner initiatives at a national, regional and local level. The initiative follows up on the *EU Strategic Framework of Health and Safety at Work 2014-2020* and the *Joint Social Partner Commitment for a Healthier Working Life*, which both recognise the fact that work-related stress and psychosocial hazards have a negative impact on health and impose a significant financial burden on individuals, organisation and societies. The European social partner organisations for the education sector ETUCE (European Trade Union Committee for Education) and EFEE (European Federation of Education Employers) carry out this project with the financial support of the European Commission. The initiative acknowledges the special challenges and burdens that teachers, school leaders and education staff are confronted with regarding psychosocial hazards, such as conflicts with third-parties and high emotional demands.

On the basis of the outcomes of the presented project activities, the participants of the training seminar discussed, identified and commented, ideas for joint social partner guidelines to prevent psychosocial hazards and work-related stress.

The guidelines will be further discussed at the Final Conference in June 2016 in Bucharest, Romania.

2. Project Overview



3. Project description

With this project ETUCE and EFEE aim to support teachers, school leaders and education staff on the prevention of psychosocial hazards and work-related stress. Work-related stress and psychosocial hazards is one of the most damaging hazards, which affects the health of both teachers and school leaders as the social partners in the education sector have recognised in previous projects.

The project is supported by a research team, which has carried out the online survey among member organisations of ETUCE and EFEE about steps taken to prevent psychosocial hazards. The team has accompanied the study delegations in the case studies to Romania, Finland, Belgium and Germany. The aim of the case studies was to identify concrete measures to prevent psychosocial hazards and work-related stress. The study delegation visited several primary and secondary schools, which are known for their good practice on psychosocial risk prevention. The teachers and school leaders presented the measures that they have implemented. Furthermore, the study delegations interviewed experts and representatives from teacher unions, employer organisations, health and safety inspectors, representative of local authorities and ministries. The outcome of the case studies is summarised in the case study reports, which are available in English, French, Romanian, Finnish, German and Spanish. The film team accompanying the initiative is preparing a project film which is to be presented at the final conference in June 2016 in Bucharest, Romania.

The project's concrete objectives are to draft joint social partner guidelines on how to promote joint partner initiatives at national, regional and local level to prevent and combat psychosocial hazards in education. Ultimately, it aims to prepare the ground for a joint social partner declaration by ETUCE and EFEE on the prevention of psychosocial hazards and work-related stress in the education sector.



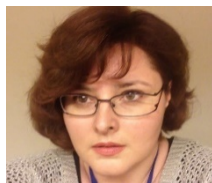
Bianka Stege, General Secretary, EFEE

Project Specific Objectives

- Collect evidence on existing occupational health and safety legislation, social partner agreements and measures, and actions undertaken at school level as regards the prevention of psychosocial hazards and work-related stress in an online survey;
- identify in a series of case studies practical and concrete ways to prevent and combat work-related stress in education with a focus on joint social partner initiatives;
- further support the inclusion of preventive measures against psychosocial hazards and work-related stress in collective agreements in the education sector;
- support teacher unions and employers' organisations to become more pro-active in their national social dialogue structures when dealing with and setting up health & safety strategies in schools;
- support the debate on this topic in the European sectoral social dialogue committee in education;
- draft concrete and practical guidelines on how to promote joint social partner initiatives at national, regional, and local level to prevent and combat psychosocial hazards in education;
- prepare the ground for a joint declaration of ETUCE and EFEE on the prevention of psychosocial hazards and work-related stress in the education sector.

4. Advisory Group

The advisory group is responsible for carrying out the planning, organisation and evaluation of the project. They provide their expertise according to the project requirements.



Alexandra Cornea, FSLE
(ETUCE), Romania



Ute Foit, VBE (ETUCE),
Germany



Stéphane Vanoirbeck,
SECAC (EFEE), Belgium



Sarah Lyons, NUT (ETUCE),
United Kingdom



Patricio Perez, F.E.CC.OO
(ETUCE), Spain

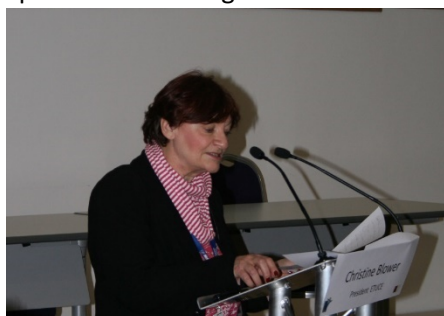


Tari Aho, AFIEE (EFEE),
Finland



5. Aim of the Training Seminar

The second training seminar of the project addressed experts on social dialogue and occupational health and safety from ETUCE and EFEE member organisations from Albania, Austria, Belgium, Czech Republic, Estonia, Germany, Hungary, Ireland, Latvia, Lithuania, Netherlands, Poland, Slovakia, Slovenia, Sweden and United Kingdom. They learned about the outcome of the online survey, the case studies carried out during the project and data compiled at European level regarding the prevention of psychosocial hazards. Special focus was given to the results of the case studies in Belgium and Germany. Based on the project results and the participants' experience at national level they discussed and collected ideas to prevent psychosocial hazards.



6. Presentations

Christine Blower, President of ETUCE, opened the meeting and highlighted the importance of the prevention of psychosocial hazards as work-related stress does not only affect teachers' health and safety but also pupils' learning process.



Bianka Stege, General Secretary of EFEE, thanked the ETUCE Secretariat, the advisory group

Christine Blower, President, ETUCE

and research team for their valuable work. She welcomed the speakers of the training seminar and presented the participants shortly to the activities of the project.

6.1. Addressing Risks of Psychosocial Hazards and Work-related Stress in Education – The European View



Tim Tregenza, Network manager, EU OSHA.

Tim Tregenza, Network Manager of the European Agency for Safety and Health at Work (EU OSHA) presented information on psychosocial hazards and work-related stress in Europe, with a special focus on the education sector. He explained the measures implemented at European level to prevent occupational health and safety.

Work-related stress is defined as ‘demands at work, which are beyond the worker’s capacity to cope with’ and the negative outcomes can range from emotional to physical and mental ill-health. He explained the results of the European Survey of Enterprises on Emerging Risks (ESENER), which was carried out for the second time in 2014.

Tim Tregenza described that for many people it is difficult to talk about mental illness. In the education, health and social work sectors, employees and employers may have to deal with difficult third-parties (e.g. pupils and parents), and long working hours. Indeed in the education sector comparably more procedures are in place to deal with bullying and harassment and to prevent work-related stress than in other sectors, such as IT and transport. In general, health costs are enormous but in less than 50% of the European countries measures are in place to analyse sickness absence in the education sector. He highlighted that it depends to a great extent on the national governments whether there are plans and measures in place. The main answer why participants of the survey in the education sector said that there are no risk assessment measure in place, are because they think that there are no problems and because they already know about the problems. The answers show, that it is easy to carry out risk assessments, but to prevent risks is difficult.

At European and international level several actions are being taken to prevent psychosocial hazards, e.g. the European Strategic Framework on Health and Safety in Work 2014 – 2020 which identifies the challenges in occupational health and safety, taking into account the ageing working population.

6.2. Main Results of the Research Project



Hans-Joachim Lincke, researcher, FFAW

Hans-Joachim Linke, researcher at the institute FFAW (Freiburg research centre for occupational sciences) presented the outcome of the online survey and the case studies.

He explained that 40 ETUCE and 19 EFEE member organisations participated in the online survey. The largest number of answers indicated that the success factors for a project are: ‘sufficient resources, cooperation of social partners and allocation of sufficient time’. Areas of the most successful initiatives were the collection of data on teachers’ work-related stress, the reduction of job insecurity and the improvement of the relationship between teachers and parents.

In the case studies in Romania, Finland, Belgium and Germany, eight

schools were visited to interview teachers and school leaders. The interviews were based on a semi-structured questionnaire, which means that the researchers used only key words as ‘questions’ – allowing both the interviewer and interviewee to respond to previous questions and answers and to encourage a fluent conversation. The group and individual interviews encouraged the interviewees to speak openly about the measures they have implemented to prevent psychosocial hazards.

An overview of the results of case study reports is set out in the following table:¹

	Case Study Romania	Case Study Finland	Case Study Belgium	Case Study Germany
Risk factors	<ul style="list-style-type: none"> • unreasonable bureaucracy; • vast curriculum; • disproportionate class sizes 	high demands on teachers and school leaders (e.g. high expectations from parents, extra-curricular activities)	high turnover of teachers new to the profession (due to e.g. recruitment conditions, gap between teacher training and practice)	increasing demands due to school reforms – implemented with the same timeframe, same teacher training and not enough non-teaching staff
Measures at National Level	<ul style="list-style-type: none"> • rebuilding national curricula; • reducing reporting bureaucracy; • Recruiting more teachers 	ensuring a safe learning environment (e.g. labour inspectorate, Social Partners developed information and mass training programmes)	E.g. granted ‘coloured’ hours for mentoring programmes; funded training to become a mentor, developing a toolkit	<ul style="list-style-type: none"> • psychosocial risk assessment, • training activities for teachers/ school leaders; • ‘Education and Health programme’
Measures at School Level	<ul style="list-style-type: none"> • participative working teams; • peer learning for teachers; • arranging timetables to allow rest time 	E.g.: <ul style="list-style-type: none"> • collegiate and co-operative leadership model, • integrating psychosocial risk prevention in schools’ everyday life process, • ICT and E-Mails replying rules 	mentorship programmes (support purpose, empowering, organising training and other activities)	E.g.: <ul style="list-style-type: none"> • clear distribution of work; • teaching oriented leadership; • participative working teams; • advanced training for school leaders and teachers

6.3. Example from the Case Study in Belgium

Inge de Troyer, language teacher at the VTI school in AalST, Belgium presented the mentoring programme they had implemented in their school. The secondary school VTI school in Aalst visited during the case study in Belgium, offers vocational and technical education and special language education for migrant pupils. It is has approximately 1500 pupils and 300 employees.



¹ The results of the case studies can be looked up in the case study reports on the following website:
<http://www.csee-etu.org/en/policy-issues/teachers-health-and-safety/work-related-stress/932-social-partners-promoting-decent-workplaces-in-the-education-sector-2014-2015>

In 2006, the Flemish education ministry had introduced a mentoring programme. They had realised that, due to job insecurity, lack of job guidance and work-related stress many teachers new to their profession quit their job in the first years of teaching. Therefore, they granted

Inge de Troyer, language teacher at the VTI school in Aalst, Belgium

Measures taken to prevent work-related stress:

- Mentorship Programme
 - Programme supports: 1st year teacher/ administration employees; 2nd year teachers/ administration employees, experienced teachers new at the school
 - Goals: practical, didactic and individual support; coaching, introducing a safe environment without evaluation; learning community (empowerment) and networking;
 - Obligatory Activities:
 - meeting beginning of school year: getting acquainted with mentors and coaching team
 - sharing first experiences, explain programme (end of September)
 - coaching session about wellbeing after two months
 - collegially observation of one or two lessons with feedback
 - teambuilding activities
 - in-service training: how to fill in evaluations forms, use of electronic platform, class management
 - Non obligatory activities:
 - intervention sessions (class management, parents' meeting, worries/ threats,

hours for more experienced teachers to implement mentorship programmes. The ministry of education put an end to the programme in the school year 2010-2011.

6.4. Example from the Case Study in Germany

Brigitte Zilligen, school leader of the Kogelhäuserstraße school presented the main psychosocial risks teachers' have to deal with and the measures they have implemented against it. The school has 500 pupils, 23 teachers, 3 teachers for special needs, 1 social worker and 12 support staff. Due to the changes in the education system of the federal state North Rhine-Westphalia, the lower secondary schools are getting closed - therefore the number of pupils is decreasing every year. Zilligen explained that the main factors of work related stress for teachers were the lack of support from the parents especially due to the fact



Brigitte Zilligen, School leader, Kogelhäuserstraße school in Stolberg, Germany

that pupils have difficult social backgrounds. The heavy workload implied by the latest education reforms introduced by the local government are also amongst the factors putting teachers at risk of psychosocial hazard.

Measures taken to prevent work-related stress:

- **Changes in the timetable**
 - not more than two afternoons a week of teaching
 - teachers' needs are taken into account for the timetable
 - As far as possible not more than three fixed times without lessons
 - One teaching free day per week for colleagues with more than 21 lessons
 - Generous deallocation in cases when teachers' little children are ill (although lessons have to be repeated)
 - School conferences not after a certain time
- **Teamwork**
 - Introducing team teaching lessons
 - Regularly meetings of class teachers and for special needs teachers and additional time to further develop the concept of inclusion
- **Improvements of the School building**
 - Staff rooms for teachers with special equipment
 - Relaxation room for teachers and pupils
- **Programme 'Bildung und Gesundheit' (Education and Health) of the Federal State of North-Rhine Westphalia**
 - Training measures for teachers regarding Health and safety (mostly aiming for pupils)
 - Financial support

6.5. *How to promote Staff Wellbeing at School*

Dave Thomas, school leader of the Ashmount School in the United Kingdom, presented the measures they implemented at his school.

He explained that valuing people in general and involving all school staff, pupils and parents was central in the school in order to provide the highest possible quality education. Developing and rewarding the staff as well as creating links with the families is of utmost importance he said. Thomas also stressed the importance of promoting inclusive, safe and healthy learning environments. Decent workplaces are mainly achieved by developing the right attitudes as a positive attitude will lead to positive outcomes he concluded.



Measures taken to prevent work-related stress:

- **New improved School Building**
- **Quality Work Environment**
 - **Staff Room**
 - **Extra Space to prepare lessons for teachers**
 - **Extra Workspace for students**
- **Equipment to take care of students with disabilities**
 - **Medical Equipment available at every time**
- **Introducing a positive working environment**
 - **(e.g. the 'positive wall')**
 - **Colleague award box**
- **Teambuilding Measures**

7. Working Group Sessions and Plenary Discussion



The working groups had to explain whether each organisation had developed a strategy to prevent psychosocial hazards in the education sector and discussed first ideas for joint social partner guidelines on the prevention of psychosocial hazards in education at European, national and local level. During the plenary discussion, they further debated their strategies and ideas for guidelines. The outcome of both are summarised thematically in the following chapter.

Additional remarks after the working groups:

- Schools exist in an environment and this has to be recognised when new measures are implemented (e.g. when parents need to be at work at a certain time, it creates difficulties when the school changes the opening times)

Bianka Stege closed the meeting and explained:

- Social partner should continue to work jointly
- Awareness raising is important and SPs continue to do that
- During the Final Conference the joint guidelines are going to be further discussed
- She expressed her hope that the guidelines can be used on national level

8. Abbreviations

CC.OO	Comisiones Obreras
EFEE	European Federation of Education Employer
ETUCE	European Trade Union Committee for Education
F.E.CC.OO	Federación de Enseñanza Comisiones Obreras
FSLE	Fédération des Syndicats Libres de l'Enseignement
NUT	National Union of Teachers
OAJ	Opetusalan Ammattijärjestö
SeGEC	Secrétariat Général de l'Enseignement Catholique
SPs	Social Partners
VBE	Verbund Bildung und Erziehung
WRS	work-related stress



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