

Promoting Decent Workplaces in the Education Sector – Project Outcome

Bucharest, 9 June 2016

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Goals

- **Identify ways to prevent psychosocial risks** and promote decent workplaces at schools
- **Gather information and raise awareness** to the issues of psychosocial risks and work related stress prevention in ETUCE and EFEE member organisations
- **Document challenges and good practice examples** at schools focussing on action of social partners

Methods

- **Online survey during April 2015** with 55 participants of ETUCE and EFEE member organisations
- **Country case studies at 8 schools in Belgium, Finland, Germany, Romania**, based on semi-structured group interviews with 85 persons in total (teachers, school leaders, representatives of employers, trade unions, government etc.) in 2015
- Expert reflection (ETUCE/EFEE advisory group, study delegation)



Results

Action fields with the highest prevalence in total: tackling of violence (any kind), organisation of health and safety institutions, improvement of leadership, opportunities for professional development, common educational visions at school

Most frequent actions in context of joint social partner initiatives concern: same fields as above, but also improvement of work-private-life balance

Not most frequently mentioned actions, but told to be very successful: data collection in surveys/risk assessment on work-related stress, reduction of job insecurity

Challenges and success factors: sufficient financial and time resources clearly in first place as, a highly rated success factor is the cooperation between social partners

Case studies

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Results

Stress factors reflect countries' and/or schools' working conditions.

Nevertheless, there are main fields: all kinds of demands, weak social support, high role conflicts, low role clarity, low degree of esteem of profession from society, high job insecurity

Many activities at different levels, some targeted at individual others at organisation of work and working environment, some job related, others work-place related:

- reorganisation of working-times and schedules
- relocation of tasks
- recreation of resources e.g. new rooms, providing the ability to relax
- recruitment of additional support personnel
- testing new forms of teaching (e.g. team-teaching)
- definition of common educational standards and rules of behaviour
- taking individual courses on time management
- activities to get along better and to achieving more social support

- **Many risk factors correspond to a loss of certitudes** that have defined a teacher's role for many years (person of respect, sole responsible for quality of lessons, only responsible for teaching).
- **Adequate resources of control and social support are needed** to prevent stress and burnout symptoms. Many actions target on this, but relatively few are based on joint initiative.
- Teacher union and education employer **representatives often differ less in defining major challenges than in defining approaches to solving** them.
- **Besides a lot of individual engagement, precise and truthful analysis of the general situation and single school is seen as important requirement for successful action.** Collection of data is seen as very successful prevention measure but also an infrequent one.
- It should be in the interest of all stakeholders to make sure what challenges are and what they want to act on to invest target-oriented resources. **Systematic data collection could be starting point for cooperation between social partners and source for further joint initiatives (!)**