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**Report on the second 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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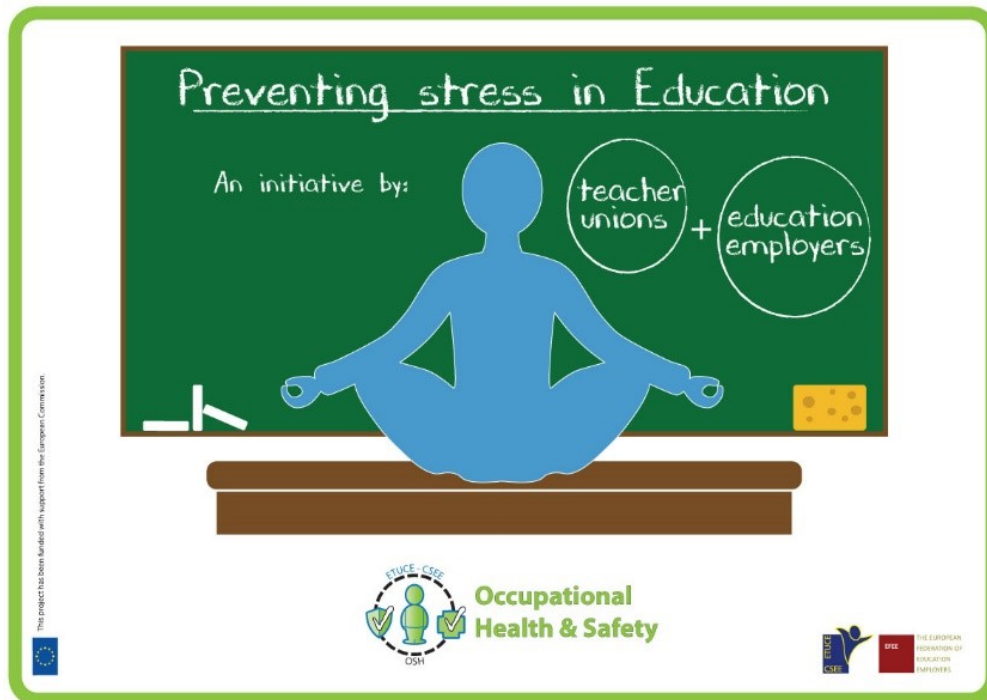


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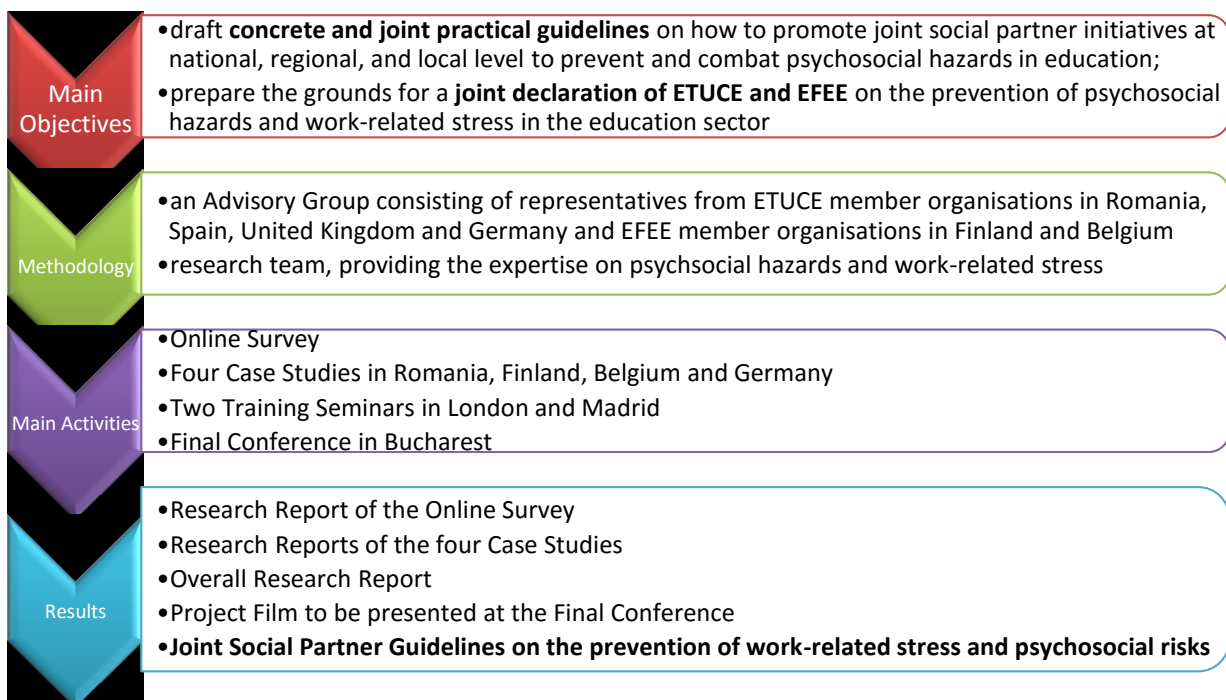
1. Introduction

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) are undertaking this project with the financial support of the European Commission. The initiative acknowledges the special challenges and burdens with which teachers, school leaders and education staff are confronted 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 on, 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, Finish, 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.



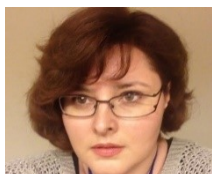
Bianka Stege, General Secretary, EFEE

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,
SEGeC, (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 involved 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, ETUCE

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 and research team for their valuable work. She welcomed the speakers to the training seminar and gave a short introduction to 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 that deal with bullying and harassment and the prevention of work-related stress than in other sectors, such as IT and transport. In general, health costs are enormous but in fewer than 50% of the European countries are measures 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 reasons why participants in the survey in the education sector said that there are no risk assessment measures in place, was because they think that there are no problems and because they already know about the problems. The responses show, that it is easy to carry out risk assessments, but difficult to prevent risks.

At European and international level several steps 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 Lincke, researcher at the institute FFAW (Freiburg Research Centre for Occupational Sciences) presented the findings 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 responses indicated that the success factors for a project are: ‘sufficient resources, cooperation of social partners and allocation of sufficient time’. The most successful initiatives were around 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.

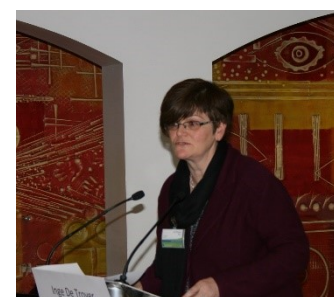
An overview of the results of case study reports is set out in the following table:¹

	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, a language teacher at the VTI secondary school in Aalst, Belgium presented the mentoring programme they had implemented in their school. The school offers vocational and technical education and special language education for migrant pupils. It accommodates approximately 1500 pupils and 300 employees.

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 ring-



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

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

fenced 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.

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 day without teaching per week for colleagues with more than 21 lessons
 - generous deallocation in cases when teachers' kids are ill (although lessons have to be repeated)
 - school conferences not after a certain time
- Teamwork
 - introducing team teaching lessons
 - regular meetings between class teachers and special needs teachers and additional time to further develop the concept of inclusion
- Improvements in the school building
 - staff rooms for teachers with special equipment
 - relaxation rooms 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 aimed at pupils)
 - financial support

6.4. Example from the Case Study in Germany

Brigitte Zilligen, school leader at Kogelhäuserstraße School presented the main psychosocial risks teachers' have to deal with and the measures they have implemented to tackle them. 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 of North Rhine-Westphalia, the lower secondary schools are being closed. Therefore, the number of pupils is decreasing every year.

Brigitte Zilligen explained that the main factor in work-related stress for teachers at her school is the lack of support from parents, especially due to the fact that pupils have difficult social backgrounds. The heavy workload linked to the latest education reforms introduced by the local government is also amongst the factors putting teachers at risk of psychosocial hazards.



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

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 all times
- Introducing a positive working environment
 - e.g. the 'positive wall', where happy or positive experiences in school life are presented
 - colleague award box
- Teambuilding measures

6.5. Promoting Staff Wellbeing at School

Dave Thomas, school leader at Ashmount School in the United Kingdom, spoke about the measures introduced 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. He highlighted that developing and rewarding staff as well as creating links with the families is of utmost importance. He also emphasised the importance of promoting inclusive, safe and healthy learning environments. He concluded that decent workplaces are mainly achieved by developing the right attitudes, since positive attitudes lead to positive outcomes.



Dave Thomas, school leader of the Ashmount School, UK

7. Working Group Sessions and Plenary Discussion



The working groups focused on education employer and trade union strategies on the prevention of work-related stress and psychosocial hazards in the 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, the participants continued the debate on strategies and ideas for guidelines. The outcome of both are summarised here.

The main challenges highlighted in the working groups concerned the **support and training lacking for both school leaders and teachers** to address these risks and the **lack of national strategies and funding** to assess and tackle the issue. This goes hand in hand with the need to **raise awareness** amongst social partners in education about how connected the **investment in health and wellbeing of education staff and the direct return on quality in education** is. Here the reduction in huge costs otherwise caused by e.g. poor performance or absenteeism is obvious.

Successful strategies related to the **exchange of good practices** at all levels, **strategic funding following clear set aims** at national level and **labour inspections that include the prevention of psychosocial hazards** and are carried out with the objective of supporting and encouraging education institutions to put measures in place. Discussing psychosocial risk assessment and prevention in the frame of the **social dialogue** was identified as a key strategy. At local level the **provision of time for exchange among colleagues** on professional and informal topics, **decent work spaces** and buildings and an **open collegial work ethos and environment** where school leaders and other education staff are involved in decisions were mentioned. Further suggestions concerned the active involvement of all education stakeholders in a **mentoring strategy** including a regular review and evaluation of this strategy with feedback from staff to school leaders on the strategy to update and amend it where necessary. Participants also proposed encouraging the development of a **code of conduct with the whole school community** (school leaders, teachers, students and parents) entailing clear rules and roles with a pedagogical guide and reference to the prevention of psychosocial risks.

Closing the meeting Bianka Stege explained that it is crucial that the social partner continue to work jointly on the prevention of work-related stress and raise awareness on psychosocial risks and their impact on the working environment in education. She pointed out that the guidelines, for which the participants at this seminar had collected ideas, are to be drafted at the next project advisory group meeting and made available for further discussion at the final project conference. She expressed her wish that the guidelines should be practical and concrete to ensure their usefulness and implementation in the social partners' work at national level.

8. Abbreviations

EFEE	European Federation of Education Employers
ETUCE	European Trade Union Committee for Education
F.E.CC.OO	Federación de Enseñanza Comisiones Obreras, Spain
FSLE	Fédération des Syndicats Libres de l'Enseignement, Romania
NUT	National Union of Teachers, United Kingdom
SEGEC	Secrétariat Général de l'Enseignement Catholique, Belgium
VBE	Verbund Bildung und Erziehung, Germany



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