

EUROPEAN TRADE UNION COMMITTEE FOR EDUCATION
COMITE SYNDICAL EUROPEEN DE L'EDUCATION



Teachers' Work-Related Stress

Implementing the European Autonomous
Framework Agreement on Work-Related
Stress

Updated ETUCE Action Plan



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Preamble

Health and safety of teachers have always been the priority of ETUCE. Over the last decade it has become obvious that particularly psychosocial hazards, such as work-related stress, increasingly affect teachers' health and wellbeing. We therefore organised various activities, e.g. seminars and conferences on this topic and instigated the ETUCE Action Plan on Teachers' Work-Related Stress which was adopted by the executive board in 2008.

Indeed, growing workload, bad work organisation and the lack of job stability and security have been identified as main reasons for a rise in stress-related illnesses. At international, European and national level work-related stress has been recognised as a concern for both employers and workers. Based on the European Framework Directive on Health and Safety (Directive 89/391/EEC), which stipulates the employer's obligation to assess workplace risks, ETUC, UNICE/UEAPME and CEEP signed a Framework Agreement on work-related stress in 2004, to be implemented by all member organisations of the signatory bodies.

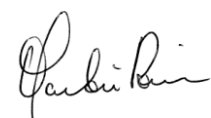
Undoubtedly, teachers are among those most affected by work-related stress and the subject merits attention in the industrial relations activities of the education sector. ETUCE believes a school should be a safe, healthy and propitious place for teaching and learning. Schools are the workplace of teachers, and most importantly they are educational institutions for young students. Stress can thus be harmful not only for the workforce (teachers and other staff in education), but can indirectly harm the pupils and jeopardise the quality and efficiency of the education provided.

On this ground ETUCE developed its Action Plan on work-related stress which seeks to provide support to ETUCE's member organisations to set down health and safety strategies in schools. For a sustainable result staff and school management need to co-operate to successfully implement risk assessment at school and to opt for a broad approach including the whole social community.

Work-related stress remains a main concern for ETUCE. The updated Action Plan will serve as a basis for discussion on the topic of work-related stress with the European Federation of Education Employers in the Sectoral Social Dialogue Committee for Education and I expect the results of the project will be used to support further policy development on this subject.

Brussels,

30 October 2009



Martin Rømer

ETUCE General Secretary





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1. Scope and purpose

Work-related stress is widespread in the education sector. Therefore ETUCE wishes to support its member organisations in tackling the issue, and has carried out two projects on teachers' work-related stress:

- *"Improving expertise on teachers' work-related stress and assisting ETUCE member organisations in implementing the ETUC-UNICE/UEAPME-CEEP autonomous framework agreement on work-related stress"* (2007)
- *"Teachers' work-related stress: Implementing the ETUCE Action Plan and the European Autonomous Agreement on WRS"* (2008-2009)

This brochure reports on the main activities and results of the second ETUCE project concerning teachers' work related stress, in which ETUCE has sought to enhance teacher unions' understanding of the phenomenon of work-related stress amongst teachers, and to provide them with ideas on how to work pro-actively with the issue on all relevant levels.

The project was carried out in 2008 to 2009 and its main objective was to implement the ETUCE Action Plan on teachers' work-related stress and continue supporting national teacher unions in the implementation of the European Social Partners' Framework Agreement on Work-Related Stress.

The more specific objectives of the project have been to:

1. support teacher unions in the establishment of risk assessment systems on work-related stress in schools;
2. promote the inclusion of psychosocial hazards (focusing on work-related stress) in collective agreements in the education sector;
3. help teacher unions to set up strategies on Health and Safety for schools, focussing in particular on preventing and tackling work-related stress.

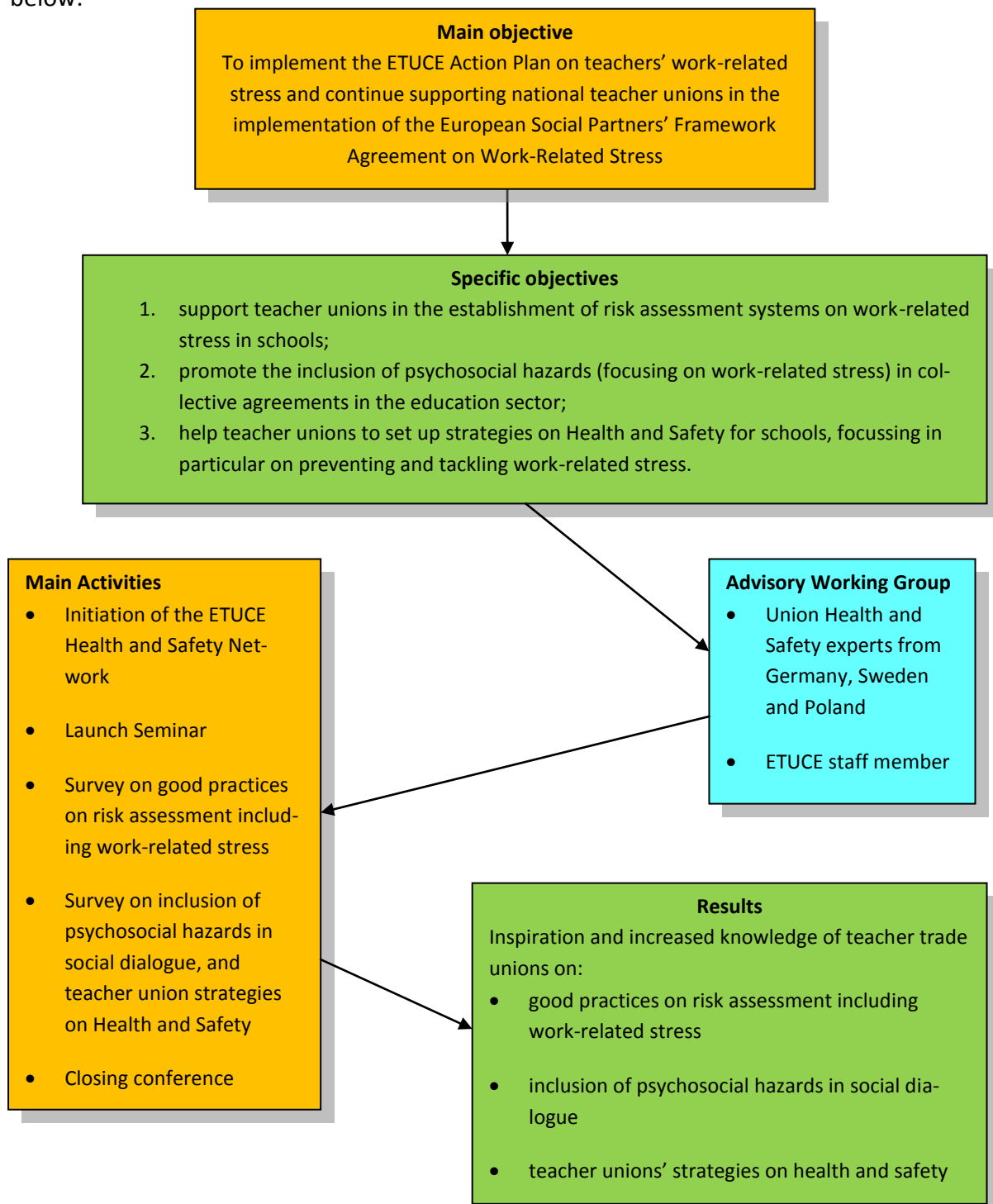
To achieve these objectives, the project Advisory Working Group organised a variety of activities. The main activities have been the launch of the online ETUCE Health and Safety Network, two ETUCE conferences on work-related stress for teacher unions, and two surveys of ETUCE member organisations - one focussing on good practices on risk assessment

including work-related stress, and another on the inclusion of psychosocial hazards in social dialogue, and teacher union strategies on Health and Safety.

As a follow-up to these activities, the ETUCE Action Plan on teachers' work-related stress was updated, outlining the future ETUCE commitment to the issue (see chapter 4).

2. Project Structure and Activities

The second ETUCE project on teachers' work-related stress has been organised as illustrated below:



2.1 The Advisory Working Group

As shown in the illustration on the previous page, the project implementation was carried out by an Advisory Working Group (AWG) consisting of three union Health and Safety experts from three ETUCE member organisations, and an ETUCE staff member. The AWG members were Anders Eklund, Lärarförbundet, Sweden, Anne Jenter, GEW, Germany, Monika Konczyk, Solidarnosc, Poland, and Susan Flocken, ETUCE staff member in charge of Health & Safety.



Monika Konczyk



Anders Eklund



Anne Jenter



Susan Flocken

The AWG has guided the project implementation and ensured that the project objectives were met.

2.2 The online ETUCE Health and Safety Network

The online ETUCE network on Working Conditions and Health & Safety, based on the First Class system (www.firstclass.com), was the main tool for the project implementation. It provides access to two members per ETUCE member organisations who received two surveys on teachers' work-related stress via this network. Posting their answers to the questionnaire in the network offered the member organisations inspiration and exchange of practices reported by colleagues in other EU countries.

The ETUCE secretariat uploaded relevant documents concerning Health & Safety and work-

The ETUCE network on Health & Safety is a forum for debate among ETUCE member organisations.

related stress on the network, i.e. official EU documents, and European Social partner documents on Health & Safety and work-related stress. These documents are all important tools for national teacher trade unions' in their work to influence employers and legislators to act on work-related stress.

The network is also a forum for debate among ETUCE member organisations on good practices and teacher union strategies on Health & Safety and work-related stress and will continue to serve this purpose in the future – including also other Health & Safety issues such as violence and harassment in schools.

2.3 ETUCE Seminar on Teachers' Work-Related Stress

To launch the project, the ETUCE organised a seminar for its member organisations in Brussels 16-17 February, 2009.¹ The seminar mainly served to initiate the ETUCE Health and Safety Network, and to facilitate exchange of experience and sharing of good practices on how to implement risk assessment systems concerning work-related stress in schools. Among the speakers invited to the conference were a legal expert, a representative from the European Agency for Safety and Health at Work (EU-OSHA), the Freiburg Research Cen-



tre for Occupational and Social Medicine (FFAS) and the Health & Safety department, European Trade Union Institute (ETUI).

2.4 ETUCE final conference on teachers' work-related stress

After the two project surveys (a more elaborate description of these and their results are given in Chapter 3) ETUCE member organisations were invited to the final conference in

¹ The seminar content is reported in full in the report from the seminar: *"ETUCE seminar on teachers' work related stress: Risk assessment systems, inclusion of psychosocial hazards in social dialogue and teacher unions' H&S strategies. Brussels, 16-17 February 2009."* 04/2009, European Trade Union Committee for Education, Brussels: 2009. The report is available on the ETUCE homepage.

Athens 5-6 October, 2009.² The purpose of the conference was to present the outcomes of the project activities, to promote the good practices collected, to discuss the further development of the ETUCE Health and Safety Network, and once again to exchange experience on the topic among teacher unions.

The conference featured a number of presentations by the members of the project Advisory Working Group, a representative of a representative from the European Agency for Safety and Health at Work (EU-OSHA), the European Federation of Education Employers (EFEE) and the a partnership project of the Gheorghe Asachi Technical University with a local school and the local Labour Inspectorate. Mr. Gerhart Tiesler, University of Bremen, Institute of Interdisciplinary School Research, presented research results that document a connection between reducing noise in schools and the reduction of work-related stress. Moreover, three member organisations (MUT, ESTUS and EEPU) presented their good practice examples.

Participants also discussed in working groups on the improvement of teacher union strategies on work-related stress, and debated the follow-up of the ETUCE Action Plan on Teachers' Work-related Stress and the ETUCE network on Health & Safety.



² The seminar content is reported in full in the report from the seminar: "ETUCE final conference on teachers' Work Related Stress 5-6 October 2009". European Trade Union Committee for Education, Brussels: 2009. The report is available on the ETUCE homepage.

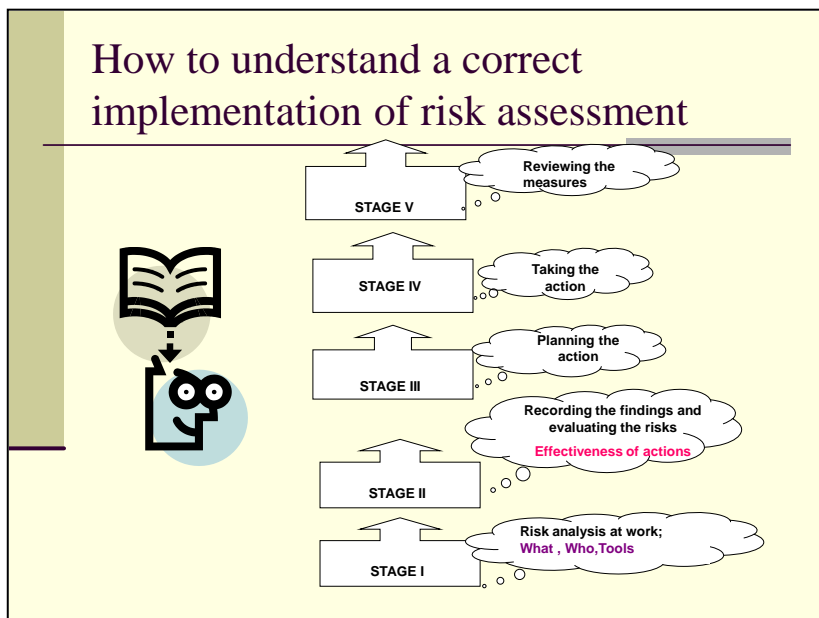
3. Results

This second ETUCE project on teachers' work-related stress has the main objective to implement the ETUCE Action Plan on teachers' work-related stress and continue supporting national teacher unions in the implementation of the European Social Partners' Framework Agreement on Work-Related Stress. In order to reach these objectives, two surveys of ETUCE member unions were carried out during the project.

As a whole the two surveys contribute to reaching the goals set out in the action plan by gathering national good practices from the implementation of the Framework Agreement in the education sector and disseminating these amongst the ETUCE member organisations. The collection and dissemination of good practices in the two surveys provides support and inspiration to member organisations in their efforts to improve national policies and national legislations on occupational health and safety, and particularly on stress at work; and to develop and improve their own strategies on these matters.

The results of the two surveys follow below.

3.1 First survey: Collection of good practices on risk assessment including work-related stress



The first ETUCE survey concentrated on collecting good practices on risk assessment including work-related stress. A template was uploaded to the ETUCE network on Health & Safety and was used by member unions to share their good practices in a common and comparable

format. Member unions were among other things asked to indicate to what level(s) of the education system their good practice related, and if the good practice included all, or only some of the five stages of a complete risk assessment (shown in the illustration above).

Apart from these and other questions, member organisations also gave a more elaborate written description of their good practices.³ Some of these good practices are described in the text boxes on the following pages.

Survey results

30% of the good practices take all the five stages of risk assessment into account. The remaining 70% of the good practices shared through the network, involve only some of

PREVENT STRESS - A FRENCH EXAMPLE

The National Centre for Pedagogical Documentation is an instrument addressed to all teachers in France. The centre has provided a tool, developed by teachers for other teachers, to help prevent stress. The tool consists of a brochure and a DVD with short film sequences called “Prévenir le stress” (Prevent stress).

Among many other subjects the tool focuses on:

- The manifestations of stress
- The prevention of stress
- Stress and colleagues
- Stress and students

(Example provided by UNSA Éducation)

HEALTH AND SAFETY TEACHERS - A MALTESE EXAMPLE

In 1998 in Malta, teacher unions signed an agreement with government to implement a system of “Health and Safety Teachers” in all state schools. From 1999 to 2000 full coverage of Health and Safety Teachers was achieved in primary and secondary schools. Health and Safety Teachers are recruited through competitive interviews among the schools’ own teachers.

The role of a Health and Safety Teacher is to:

- Render the premises as hazardless as possible
- Instil Health and Safety attitudes among staff and students
- Perform frequent risk assessments on the premises using a standard risk assessment template.
- Promote health and safety among staff and students by teaching and organising various activities.

(Example provided by Malta Union of Teachers - MUT)

the stages. Most frequently involved were stages I (Risk analysis), II (Recording the findings and evaluating the risks), and IV (Taking Action).

³ The results of the survey are reported more thoroughly in the publication: “ETUCE interim report on the project Teachers’ work related stress: implementing the ETUCE Action Plan and the European Autonomous Agreement on Work Related Stress”. 06/2009(I), European Trade Union Committee for Education, Brussels: 2009.

The majority of the risk assessment activities reported concern pre-primary, primary, and secondary education, as well as vocational training - only few of them involve higher education. The actions taken in the good practice examples relate mainly to primary and secondary education.

EMERGENCY PLANS FOR SCHOOLS - A GERMAN EXAMPLE

Emergency plans for schools - e.g. in case of bomb threats or an amok run - have been developed in nearly all 16 German Bundesländer.

An example was given of an emergency plan made for Berlin schools, by a team of school psychologists. The plan divides emergency situations in schools into three grades of danger:

III - amok run, use of firearms, fire, etc.

II - threat of murder, bodily harm, sexual abuse, etc.

I - fistfight, wilful damage of property, offence against teachers, etc.

For each stage a five-step plan focussing on the action to be taken has been set up (e.g. intervention, fetching help, aftercare etc.)

The efficiency of the emergency plans depends on their dissemination among staff, and the staff's confidence that they will not be left alone to deal with a crisis.

(Example provided by Gewerkschaft Erziehung und Wissenschaft, (GEW))

SOCIAL LABOUR INSPECTION - A POLISH EXAMPLE

Since 1983 "Social Labour Inspection" has been established in Poland. It is a national unit responsible for supervising how labour law (i.e. regulations on health and safety) is observed at school. The service aims to ensure safe and healthy working conditions and the protection of employees' rights.

The Social Labour Inspection is run by unions and social labour inspectors are elected and dismissed by the employees of a given work place.

One of the tasks of the Social Labour Inspection is to investigate the circumstances of accidents and check the application of preventive measures by the workplace. Furthermore social labour inspectors work to eliminate risks, which cause accidents and occupational diseases.

Social Labour Inspectors operate in 52% of all educational establishments in Poland.

(Example provided by Związek Nauczycielstwa Polskiego (ZNP))

Member organisations were also asked whether or not their good practices related to the use of external expertise, involvement of school leadership, and the consultation of workers and workers' representatives. 46% of the examples given relate to

all three of the factors, and 23% include external expertise, 28% involve school leadership, and 23% the consultation of workers and workers' representatives.

SUSTAINABLE DEVELOPMENT PROGRAMMES FOR SCHOOLS - A FINNISH EXAMPLE

By 2010 all Finnish schools are to have a Sustainable Development (SD) Action Plan. The action plan should be based on the needs for development in school organisation, and can include topics related to ecological, economic, social and cultural sustainability - including for example the safety and health of teachers, other staff and students; and the prevention of bullying and harassment. The SD programme is developed by teachers, other staff, students and school management together - securing a feeling of ownership by the whole school community.

To assist schools in the development of their SD programmes, some tools were developed:

Sustainability Criteria for educational Establishments

Sustainability criteria have been developed based on a continuous improvement model. These criteria include evaluation areas related to planning, implementation, evaluation and improvement of teaching and school culture. The criteria cover statutory requirements, but also include a number of sustainability themes, from which schools can choose an area of development.

Requirements for social sustainability in educational establishments

Furthermore requirements for social sustainability in educational establishments and a related checklist were developed. These are to help schools *"understand and evaluate the aspects of social sustainability and occupational health and safety in school management and physical and psychosocial working environment."* Again both statutory requirements and voluntary practices are included.

(Example provided by Opetusalan Ammattijärjestö, (OAJ))

Most of the good practices collected through the survey are quite recent. The majority have been implemented between 2003 and 2009. Most recent were the German, Slovenian and Finnish examples. There were also two good practices reported that date further back - the Maltese example of Health and Safety Teachers has been in practice since 1999, and one of the Polish examples given dates back to 1983.

Some of the good practices were single good practices - not implemented on a wider scale. There can be many reasons for this. One reason is undoubtedly that many of the practices are so recent. Another cause can be that it is up to regional, local or school authorities to

decide whether or not to implement a specific practice. This is the case with the French example. A Polish union could report that a project they had been involved in, was unfortunately not taken further than pilot-project stage due to diverging political opinions in the government. One of the good practices - the Maltese example - was however nationally implemented covering all state schools in Malta.

RISK ASSESSMENT INCLUDING PSYCHOLOGICAL STRAIN - A SLOVAK EXAMPLE

Slovak law stipulates risk assessment at all workplaces. Employers are obliged to request the regional Bureau of public health to conduct risk assessment.

This Risk assessments focuses on a number of factors including protection against psychological strain.

The cooperation between the unions and school administration concerning risk assessment is very successful.

(Example provided by Trade Union of Workers in Education & Science, (OZPŠaV))

A MODEL OF RISK ANALYSIS - A POLISH EXAMPLE II

Another Polish example was given - a model of risk analysis, which includes work-related stress as a hazard, implemented in one school.

The model consists of a table to fill in to analyse different risks, using the following categories:

- **Hazard (identification of the hazard)**
- **Result (results for the teacher)**
- **Probability that the risk will occur (rankings for low probability, probable, and high probability.)**
- **Risk grade (1=small, 2=average, 3=high)**
- **Activities to prevent or reduce the risk (list of activities)**
- **Risk status after taking measures (acceptable/ not acceptable)**

The model can be seen as the first step in a full risk assessment.

(Example provided by SKOiw NSZZ Solidarnosc)

The survey resulted in the collection of a number of interesting good practice examples on risk assessment including work-

related stress. At the same time however, good practices were not abundant, and far from all ETUCE member organisations were able to contribute with good practices from their national contexts. This indicates that risk assessment including work-related stress in schools is a new topic in need of further promotion at national and European level.

ETUCE considers the topic very important, and has with the updated ETUCE Action Plan on teachers' work-related stress committed itself to continue supporting member organisations in their efforts to implement risk assessment including work-related stress in schools.

A FULL RISK ASSESSMENT INCLUDING PSYCHOSOCIAL FACTORS - A DANISH EXAMPLE

Danish legislation stipulates that the working environment – including the psychosocial working environment – must be evaluated in all workplaces at least every third year.

A good practice example was given of a school where teachers' workload had increased due to an increase of pupils with learning disabilities and an increase in violent pupil behaviour. A full risk assessment was carried out and resulted in an approach addressing all involved parties: teachers, pupils, employer, parents, and trade union - both with long and short term measures.

As a result employees' and pupils' sense of cohesiveness increased.

(Example provided by The Danish Union of Teachers (DLF))

3.2 Second survey: Inclusion of psychosocial hazards in social dialogue, and teacher union strategies on Health and Safety

The second survey focussed on good practices in social dialogue and teacher unions' actions on psychosocial hazards linked to work-related stress. A questionnaire with three main sections was uploaded to the ETUCE network on Health & Safety.⁴ The sections concentrated on:

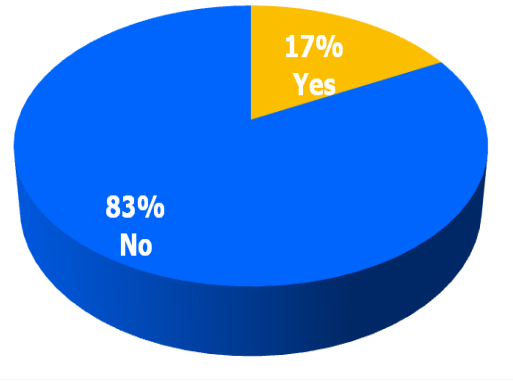
- Psychosocial hazards in social dialogue
- Teacher trade unions' strategies/actions on health & safety at work
- Teacher trade unions' ideas for future actions on European, national and local/regional level

⁴ The results of the survey are fully reported in the publication: "ETUCE second interim report on the project Teachers' work related stress: implementing the ETUCE Action Plan and the European Autonomous Agreement on Work Related Stress". 06/2009(II), European Trade Union Committee for Education, Brussels: 2009.

Survey results: Psychosocial hazards in social dialogue

Of the 23 teacher unions who responded to the survey, 96% have a social dialogue system on national level, 43% have one on regional level, and 43% have one on local level. The participating unions were also asked whether or not they are dealing with work-related stress in the education social dialogue system. 52% answered that it was included and 48% that it was not. Those who were not dealing with work-related stress in the education social dialogue system elaborated that they so far had had unsuccessful discussions with their respective Ministries of Education on the matter. In Slovenia however there were positive expectations of a future inclusion of work-related stress in the education social dialogue.

1- Collective Agreements dealing with Teachers' WRS



On the matter of including teachers' work-related stress in collective agreements the numbers were quite different. Only 17% of the participating unions (Sweden, Denmark, Finland, and Estonia) could report a collective agreement that included the topic. 39% of the respondents reported that they have other forms of agreements or social dialogue tools dealing with teachers' work-related stress. 61% of the participating teacher unions do not have collective agreements or any other form of agreement or social dialogue tool dealing with teachers' work-related stress.

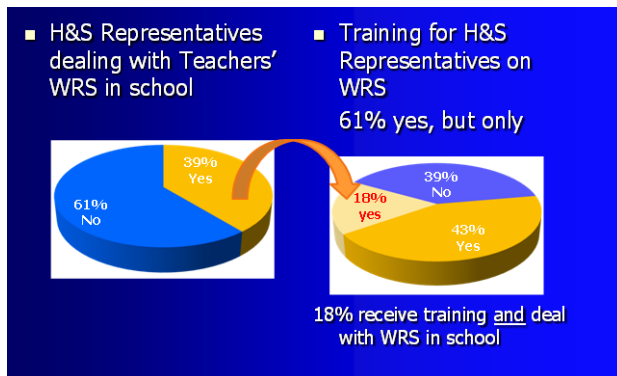
Only 30% could report concrete results of existing collective agreements or other social dialogue tools including work-related stress

39% indicated that their agreement or social dialogue tool including work-related stress was established

due to the European Framework Agreement. When it comes to the more concrete results of the existing collective agreements or other social dialogue tools, only 30% could report such outcomes. Thus there is still work to be done on this topic for teacher unions and their employer counterparts in social dialogue - both in establishing agreements and social dialogue tools and in putting those already established into practice.

The survey also included questions regarding Health & Safety representatives and Health & Safety training. The participating teacher unions were asked whether or not Health & Safety representatives in schools deal with teachers' work related stress. 39% answered that

Health & Safety representatives in schools do deal with work-related stress and 61% that they do not.



61% of Health & Safety representatives received training on work-related stress, mostly through in-service trainings. Many unions however reported that these trainings took place on an irregular basis. This result combined with the former result on whether or not Health & Safety representa-

tives in schools deal with work-related stress shows that only 18% of Health & Safety representatives receive training and deal with work-related stress. This shows that working for regular Health & Safety trainings on work-related stress for Health & Safety representatives in schools, is a highly relevant focus area for teacher unions.

Trainings for Health & Safety Representatives were in most countries - 61% - organised by trade unions. The question allowed multiple answers, so in addition 39% answered that trainings were organised by employers, 35% that trainings were organised by Health & Safety authorities, and 26% that trainings were organised in other ways - e.g. by the Finnish Centre for Occupational Safety, or in Sweden by the Occupational Health Service and consulting firms. Only 35% of the teacher unions answered that school head teachers receive training on work-related stress. This training is also organised in various ways in different countries, however unions are not as prominent here - 22% answered that teacher unions take on this type of training.

Asked about difficulties in implementing measures on work-related stress, unions could indeed report manifold problems.

Many have encountered the problem that their respective

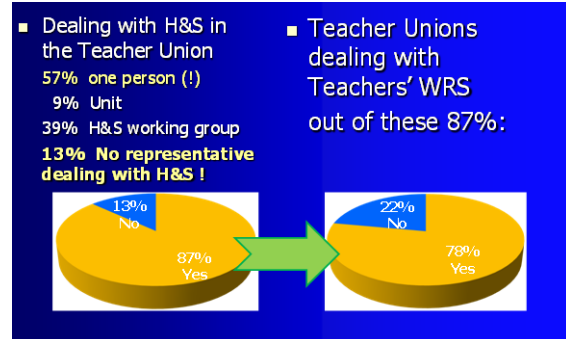
Work-related stress is not acknowledged as a problem in the education sector in all countries

governments do not accept to include work-related stress issues in labour legislation. Furthermore work-related stress is not acknowledged as a problem in the education sector in all countries. Lack of financial support from governments to perform Health & Safety tasks

was also seen as a problem, and other countries reported difficulties in transforming knowledge into action, even when good legislation was in place.

Survey results: Trade unions' strategies/actions on health & safety at work

To collect background information on teacher unions' organisation concerning Health & Safety, respondents were asked to indicate if they had a person, unit or working group dealing with Health & Safety, or if they had no one dealing with the matter. As it is clear from the



chart, the majority (57%) of unions had only one person dealing with Health & Safety. 9%

SURVEY ON TEACHERS' WORK-RELATED STRESS - A SLOVENIAN EXAMPLE

The Slovenian union, ESTUS, has, with the help of an expert, carried out a survey of their members concerning work-related stress. 45.2%/ 32.3 % of teachers participating in the survey reported that they were strongly or exceptionally stressed.

The results of the survey were published in a brochure and forwarded to the Slovenian Ministry of Education and other relevant stakeholders.

had a unit, 39% a working group, and 13% had no person responsible for dealing with health & Safety. 87% of unions were hence dealing with Health and Safety issues. Of these 87%, 78% were also dealing with work-related stress. This means that a third of the teacher unions participating in the survey do not include work-related stress in their union activities.

Teacher unions which replied that they were in fact working on teachers' work-related stress were asked to describe the actions they had taken on the matter. On an overall level the participating unions had mostly concentrated on preventive measures

HOTLINE FOR TEACHERS - A DANISH EXAMPLE

The Danish teacher union, DLF, has set up a help-line where teachers can ask for assistance in coping with problems concerning their job, colleagues, school heads, parents or pupils.

Teachers who call the help-line can be referred to five psychologist sessions.

e.g. Health & Safety trainings. Some had also taken on promotion activities such as publishing brochures or organising Health Days. 26% had taken on rehabilitation activities such as telephone help-lines and counselling.

Some of the examples of teacher union actions concerning work-related stress, given through the survey, are presented in the text boxes.

H&S TRAINING - A SWEDISH EXAMPLE

The local branches of the Swedish teacher union, *Läraryrket*, organises Health & Safety Training for Health & Safety Representatives.

Furthermore members are offered to be accompanied to rehabilitation meetings by union representatives.

Survey results: Teacher trade unions' ideas for future actions

The participating member organisations were also asked to give their ideas for the future development of promotion, prevention and rehabilitation in the context of teachers' work-related stress.

At European level some of the proposed ideas were to continue cooperation and exchange of ideas; to use existing statistical and scientific data to underline policies; to encourage cooperation between unions and school management to prevent teachers' work-related stress; and for ETUCE to continue supporting its members in carrying out the ETUCE Action Plan on teachers' work-related stress.

At national level suggestions were made to:

- improve co-operation between employers in education and teachers on work-related stress;
- develop national work plans to improve the working environment;
- launch national studies on work-related stress;
- introduce work-related stress in the social dialogue system where this has not been done;
- ensure the implementation of Health & Safety legislation that is already in place;
- organise seminars and trainings; and to present awards to exemplary teachers and employers.

BROCHURE ON TEACHERS' HEALTH - A GERMAN EXAMPLE

The German teacher union, GEW, has produced a brochure on teachers' health, and how to get away from work-overload.

GEW also supports scientists and suggests rehabilitation (particularly preventative) measures for teachers affected by work-related stress to the Länder.

At local and regional level suggestions were made that largely resembled the ones made on national level. Member organisations also suggested that teacher unions and/or local authorities should make specialists and professionals available to help teachers suffering from work-related stress. Furthermore it was suggested to ensure that Health

LEGAL ADVICE FOR THE IMPLEMENTATION OF RISK ASSESSMENT IN SCHOOLS - A POLISH EXAMPLE

The Polish Union, SKOiw NSZZ Solidarnosc, among other things provides legal advice for the implementation of risk assessment in schools.

Furthermore the union organises H&S courses and has produced different publications the European Framework Directive on H&S and Polish regulations concerning work-related stress.

& Safety Representatives exist in all schools and receive regular training. Courses for headmasters should be offered and regular risk assessment should be ensured. Other

ideas were put forward concerning the establishment of telephone or online help-lines for teachers. It was also suggested to offer trainings to teachers and disseminate information via brochures, posters etc. and to reduce the number of pupils per class.

On the whole, the second ETUCE survey shows that far from all

countries have been successful in including work-related stress in social dialogue, and some teacher unions even struggle to make authorities acknowledge the problem of work-related stress among teachers. In the countries where the problem is acknowledged and has been included in social dialogue and relevant legislation, the challenge remains to achieve concrete results.

Teacher unions are increasingly active concerning Health & Safety in general and teachers' work-related stress in

LECTURES AND WELLNESS DAYS - AN ESTONIAN EXAMPLE

The Estonian teacher union, EEPU, offers lectures on work-related stress and stress-prevention to its members, and also organises health/wellness days and trips - e.g. laugh therapy or spa-trips.

The trips are co-funded by EEPU and employers.

CATALOGUE OF WORK-RELATED ILLNESSES - A SPANISH EXAMPLE

The Spanish teacher union, CSI-F Enseñanza, has produced a catalogue of teachers' work-related illnesses, and presented it to the Spanish Ministry of Education. The aim is for the Ministry to accept these illnesses as possible outcomes of the teaching process, and take appropriate preventive measures.



particular, and some good examples of teacher union actions were provided through the survey. Furthermore teacher unions had manifold ideas for future actions, which they shared through the survey. ETUCE will continue to support its member organisations in their efforts to deal with work-related stress and implement the ETUCE Action Plan on teachers' work-related stress, and the European Social Partners' Framework Agreement on Work-Related Stress.

4. Updated ETUCE Action Plan on Teachers' Work-Related Stress

This action plan was originally an outcome of the first ETUCE project on teachers' work-related stress (2007). After the implementation of the second ETUCE project on teachers' work-related stress (2009) the action plan has been updated with some minor changes, drawing on the knowledge gained in this second project.

ETUCE believes a school should be a safe, healthy and propitious place for teaching and learning. Schools are the workplace of teachers, but first and foremost they are educational institutions for young students. Stress can thus be harmful not only for the workforce (teachers and other staff in education), but can indirectly harm the pupils and put at risk the quality and efficiency of the education provided.

The challenge of preventing and tackling work-related stress is consequently an issue for employers in education. There is furthermore a legal obligation for employers, under the European and national laws, to take action on stress, and in particular the necessary steps for a suitable risk assessment at the workplace. This risk assessment is the most appropriate process for managing work-related stress, aiming at identifying the hazards at the workplace of all school staff and consequently taking the appropriate actions to prevent, reduce and eliminate stress amongst teachers.

Within its projects on teachers' work-related stress, ETUCE has carried out several studies to gather information on how teacher trade unions in Europe deal with this issue. The first ETUCE survey showed that 14 out of the 27 (EU and EFTA) countries that answered the survey questionnaire have a specific risk assessment system on work-related stress, while only around 25 % of the same countries have implemented it at school level. Another ETUCE survey, focussing on collection of good practices of risk assessment including work-related stress at school level, equally showed that risk assessment in schools and particularly the inclusion of psychosocial hazards is only at its beginning.

The first ETUCE survey established that the most important stressors for teachers are related to the organisation of the work and to the working conditions and working environment at school. Stress is a symptom of organisational problems and not a separate workers' weakness. It finds its roots in the way teaching and the school as a whole are organised.

Physical aspects of the school environment, such as noise and poor ventilation, can also cause stress and should not be neglected.

It is also important to underline the relevance of implementing the European Social Partners' Framework Agreement on work-related stress at national level. National trade unions should use all the existing policy and legal documents on the issue to convince employers about the action needed in that field and to draw the attention of the public to this issue. Although almost 70% of the 27 countries which participated in the first ETUCE survey are aware of the existence of the European Social Partners' Framework Agreement on work-related stress, only around 40% of them have taken steps to implement it at national level.

When it comes to influencing employers and legislators to act on work-related stress, teacher unions face different challenges. A third ETUCE survey has shown that in some, mostly the Nordic, countries the main challenge identified by teacher trade unions is to apply and implement existing legislation in practice. In other countries psychosocial risks and hazards are not even recognized, and are not integrated in national health and safety legislation. The national situations of teacher unions differ, and appropriate national actions will therefore also differ.

Teacher unions are increasingly active in preventative measures concerning work-related stress. According to the third ETUCE survey 61% replied that their union organised training on work-related stress for Health & Safety representatives. Meanwhile teacher unions also have limited human resources dealing with health and safety issues. In the same survey 57% replied that their union has only one person dealing with health and safety issues, and 13% remain without anyone in their union responsible for the area. Consequently the need for further progress on the issue of work-related stress remains. ETUCE supports its member organisations to continue the work achieved so far.

As the European Social Partners' Framework Agreement on work-related stress has an intersectoral approach, a preliminary sector-wise interpretation is needed regarding the education sector and its specific features. As part of its first project, ETUCE has produced an interpretation guide from a teachers' perspective, and continues to promote it as a useful tool for teacher trade unions when implementing it at national, regional and local levels.

As regards the above-mentioned elements, the results of the ETUCE studies on teachers' work-related stress and the ETUCE interpretation guide of the European social partners Framework Agreement on work-related stress, three main levels for specific actions have been identified:

1. European level
2. National teacher trade unions level
3. School level

At European level, ETUCE commits itself to:

- Continue supporting the implementation of the European Social Partners' Framework Agreement on work-related stress at national and trade union levels;
- Support the exchange of national good practices from the implementation of the Framework Agreement in the education sector and to disseminate these amongst its member organisations;
- Report to ETUC on how the national implementation of the Framework Agreement is carried out, according to the information sent by its member organisations;
- Monitor and influence the EU decision-making processes, particularly the European Commission's Strategy on Health and Safety at Work (5-year strategic guidelines documents) and related policies and legislative measures, so as to give greater prominence to work-related stress in the European agenda;
- Continue lobbying the EU Commission's DG EAC and the Education Council to deal with teachers' Health and Safety issues within the "Education and Training 2020" Process;
- Maintain the discussion on the issue of work-related stress for teachers within the ETUCE Working Conditions and Health & Safety Network;
- Seek funds for a large-scale study on the causes for stress amongst teachers in the EU and EFTA countries in cooperation with the employers in education, taking into account the gender perspective;
- Negotiate specific and joint guidelines with employers in education at European level on how to implement the European Social Partners' Framework Agreement.

At national teacher trade union level

➤ **ETUCE commits itself to:**

- Retain the acquired knowledge and experiences from its teachers' work-related stress projects by continuing to gather national good practices and by updating and disseminating the interpretation guide to the European Social Partners' Framework Agreement on work-related stress;
- Support its member organisations in their efforts to improve national policies and national legislations on occupational health and safety and particularly on stress at work;
- Support its member organisations in developing national trade union strategies and on how to ensure a good working environment and well-being at school for teachers and pupils.

➤ **ETUCE advises national trade unions to:**

- Continue informing and raising awareness about teachers' work-related stress risks, especially about the implications of the failure to act, and continue to lobby national governments, local authorities and other employers in education on the need for action to tackle stress at work;
- Concentrate on the proper implementation of the Framework Directive 89/391/EC and in particular the national legislation transposing this Directive.
- Negotiate specific and joint guidelines with employers in education at national level on how to implement the European Social Partners' Framework Agreement;
- Work on the adoption of specific collective agreements in countries where the national collective bargaining model allows, or to work on the inclusion of the issue of work-related stress in general collective agreements when the latter are renewed;
- Provide advice and guidance on efficient measures and tools - for school management and school staff - on how to tackle and prevent work-related stress, by giving priority to examples of measures taking part of the risk assessment process;
- Disseminate this guidance to their regional, local and if possible school trade union structures;



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- Promote training measures for teachers, Health & Safety Committees, and head teachers on how to prevent and tackle work-related stress.
- Work on the inclusion of work-related stress in the context of teachers' continuous professional education
- Provide legal advice for the implementation of risk assessment in schools.

At school level, ETUCE advises national trade unions to:

- Concentrate efforts on incentive measures to promote the implementation of risk assessment in schools;
- Emphasise the importance of involving school management in the process of tackling work-related stress for teachers, always in consultation with the workforce;
- Promote the balance model - balance between demands and resources for teachers in schools - amongst school leadership and workers;
- Promote the use of work-oriented preventive measures when dealing with stress, or to combine work- and worker-oriented measures in schools;
- Promote the use of external expertise, e.g. trainings, mediations, surveys, psychologists, when needed.



5. Relevant Contacts

Organisations, Agencies, Universities, and Experts

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6. Acronyms

AWG	Advisory Working Group
CEEP	European Centre of Employers and Enterprises providing Public services
CSI-F Enseñanza	Central Sindical Independiente y de Funcionarios - Enseñanza (Independent Union Centre and Union for Civil Servants - Education)
DG EAC	Directorate General for Education and Culture
DLF	Danish Union of Teachers
EEPU	Estonian Educational Personnel Union
EFEE	European Federation of Education Employers
EFTA	European Free Trade Association
ESTUS	Education and Science Trade Union of Slovenia
ETUC	European Trade Union Confederation
ETUCE	European Trade Union Committee for Education
EU	European Union
EU-OSHA	European Agency for Safety and Health at Work
GEW	Gewerkschaft für Erziehung und Wissenschaft (Trade Union for Education and Science)
H&S	Health and Safety
MUT	Malta Union of Teachers
OAJ	Opetusalan Ammattijärjestö (Trade Union of Education in Finland)
OZPŠaV	Trade Union of Workers in Education & Science, Slovakia
SAM	Systematic Work Environment Management
SD	Sustainable Development
SKOiW NSZZ Solidarnosc	National Education Section NSZZ "Solidarność", SKOiW "Solidarność"
TU	Teacher Union
UEAPME	European Association of Craft, Small and Medium-Sized Enterprises
UNICE	Union of Industrial and Employers' Confederations of Europe
WRS	Work-related stress
ZNP	Związek Nauczycielstwa Polskiego (Polish Teacher Association)





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