



THE EUROPEAN
FEDERATION OF
EDUCATION
EMPLOYERS



Report of the Research Project on

Social Partners Promoting Decent Workplaces in the Education Sector for a Healthier Working Life

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1. Background and approach

1.1 Joint initiative of ETUCE and EFEE

This initiative further develops the work that ETUCE and EFEE have accomplished in previous projects on healthy and safe working conditions. ETUCE (European Trade Union Committee for Education) is the biggest European umbrella organisation of teacher trade unions. It has a membership of 131 national teacher unions in Europe and represents more than 11 million teachers at all levels of education (pre-primary, secondary, vocational education and training and higher education and research). ETUCE is a Social Partner in education at the EU level and a European Trade Union Federation within ETUC, the European Trade Union Confederation. ETUCE is the European Region of Education International, the global federation of teacher unions.

EFEE (European Federation of Education Employers) is the biggest European umbrella organisation of employers in the education sector. EFEE has a membership of 32 organisations of education employers across 16 European countries at all levels of education and represents more than 70.000 school groups for (pre)primary and secondary education, associations of VET colleges, education and training boards, higher education and research institutions, local and regional authorities and ministries of education.

The European Sectoral Social Dialogue in Education (ESSDE) is a young social dialogue committee that was first established in 2010. In the light of their 2014-2015 work programme, and taking into account ETUCE's campaign partnership in the EU-OSHA campaign Healthy Workplaces Manage Stress 2014-2015, this project aims to continue the work that ETUCE and EFEE have achieved in the areas of work-related stress and occupational health and safety of education staff.

The most recent ETUCE project, "Teacher Unions in solidarity for healthy and safe workplaces in the economic crisis", developed practical recommendations for the promotion of healthy and safe working conditions in education during times of economic crisis. The recommendations highlighted the need to further support the implementation of the European Social Partners' Framework Agreements on the prevention of work-related stress, as well as violence and harassment in the workplace at European level; to support social partners in monitoring the implementation of EU legislation on health and safety at national level; and to support the exchange of national good practices at national, regional and local levels through the implementation of the Framework Agreements in the education sector.

This joins the efforts of ETUCE and EFEE with the aim of promoting decent workplaces in the education sector for a healthier working life. Social partners recognise the need to enhance further commitment for healthy and safe workplaces in education and continue to support the implementation of the European Social Partners' Framework Agreements on the prevention of work-related stress at national level.

These efforts address the EU priorities laid out in the EU Strategic Framework on Health and Safety at Work 2014 – 2020, in particular with regards to: the recommended action to review the implementation of national occupational health and safety (OSH) strategies in consultation with social partners, the strategic objectives to facilitate compliances with OSH legislation, and addressing demographic change and an ageing workforce. The project contributes to the EU employment and social policy objectives as stipulated in the Europe 2020 Strategy, with its flagship initiatives for smart, sustainable and inclusive growth COM (2010) 2020, and in the Commission Communication Strengthening the social dimension of the Economic and Monetary Union, COM (2013) 690. In its aim to support the commitment of social partners in education for a healthier

working life, ETUCE and EFEE directly support the European Commission Communications on Social Dialogue COM (2002) 341, COM (2004) 557 and SEC (2010) 964 with this project.

ETUCE has carried out several projects pertaining to the health and safety of teachers, with special emphasis on the prevention of teachers' work-related stress as well as violence against teachers. In January 2015, ETUCE launched a call for tender for a research project containing the following tasks:

1. Participation in five advisory group meetings (selected ETUCE and EFEE members)
2. Online survey in April 2015 with input from the project advisory group
3. Subsequent analysis of the replies
4. Development of interview questions for case studies pertaining to teachers and school leaders at local level in order to identify practical and concrete ways to prevent and combat work-related stress, with particular focus on joint social partner initiatives
5. Consultation and accomplishment of the case studies in Germany, Romania, Finland and Belgium 2015
6. Generate a research report gathering the case study and online survey results
7. Present the results in training seminars (Madrid 2015, London 2016) and the final project conference.

1.2 Research partners FFAW and ISTAS

The tender from the Freiburg Research Center for Occupational Sciences (FFAW, formerly known as FFAS) and the Union Institute of Work, Environment and Health (ISTAS-CCOO) was accepted to carry out these works.

FFAW and ISTAS have specific expertise in psychosocial research on work-related stress as well as conducting studies in the education sector at both European and national level. They collaborate together successfully in the COPSQ International Network and have been involved as contractors in other ETUCE projects.

In 2011, the FFAW launched a survey on behalf of ETUCE to gather data on the impact of psychosocial hazards on teachers. Teachers from 500 schools in all EU/EFTA countries were invited to participate. The survey was constructed on the basis of the Copenhagen Psychosocial Questionnaire (COPSQ). The results clearly demonstrated that psychosocial working conditions and their effects can vary to a great extent between countries. This project was supported by the European Commission DG for Employment, Social Affairs and Inclusion. The detailed results can be found online at www.ffaw.de/assets/Uploads/Final-report-on-the-survey-on-wrs-2011-eng.pdf.

ISTAS was, for example, the contractor for scientific research on the project "Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis" led by ETUCE in 2013. Its work has shown the importance of reflecting upon the current state of an education system when designing initiatives. The analysis of more than 20 interviews in 8 countries has clearly shown, for instance, that budget cuts not only negatively affect the working conditions of teaching staff, they also reduce the possibilities of teaching staff to act at a variety of levels ranging from general mobilization and advice to guidance and training (ETUCE Project VP/2012/001/0233; www.teachersosh.homestead.com/Health_and_Safety_in_Crisis/Final_Conference/MONCADA_Final_Conference_Teachers_Health_and_Safety_in_Crisis_Madrid.pdf).

1.3 Triangulation of methods

The triangulation paradigm assumes that the greater the variety of data and people who participate, the more reliable and rich are the results, which in turn leads to a more complete knowledge and therefore less biased reality. It facilitates the involvement and achievement of respondents' agreement.

The research project at hand integrates scientific and technical knowledge, together with the knowledge derived from the experience of everyday working life, which is incorporated into the research process through the variety of techniques used, the diversity of people interviewed and the diversity of study group members. The research project combines quantitative and qualitative techniques in a highly participatory manner. The aim is the articulation of as many points of view as possible reflecting the social reality. Triangulation allows for a deeper and broader understanding of the social background and thereby gains a greater degree of trust and validity.

Triangulation means:

- **Preparing fieldwork:** Advisory group discussions for fieldwork design, whereby a wide range of expertise is included
- **Obtaining information:** Quantitative and qualitative techniques, e.g. online surveys plus case studies based on semi-structured group interviews. Interviewees include teachers, school leaders, OSH professionals, workers' health and safety reps, labour inspectors, representatives of employers' organisations, trade unions and government at the community and/or regional or national level.
- **Interpreting data:** The study delegation includes a broad scope of expertise ranging from members of employers' organisations and trade unions at European and national level, as well as researchers whose standpoints serve to generate useful information.

1.3.1 Online survey

A short online survey was designed in collaboration with the project's advisory group in order to explore the strategies these organisations implement to prevent and combat work-related stress in education and, in particular, to identify and characterize joint social partner initiatives.

All member organisations from ETUCE and EFEE, national teacher unions and organisations of education employers were invited to participate. The response period for the online survey was April 1st - 30th, 2015.

Full wording of all questions can be found in annex 5.1.1.

All results of the survey and more detailed information can be found in the annex in part 5.1.2.

1.3.2 Case studies

In general, the case studies were designed to be descriptive and analytic. In addition to the survey results, other publicly available materials were used to describe the actual situation in the education sector of the four selected countries. This serves as an introduction to the case studies.

The case studies in Belgium, Finland, Germany and Romania followed the same methodological pattern. In the project's advisory group, there was one key person from each country responsible for finding at least two schools and, if possible, representatives of institutions (e.g. educational

centres, employers, unions representatives) that were suitable to arrange best practice case studies. The schools had to be actively engaged in joint initiatives of the social partners that deal with psychosocial risks and stress prevention in a good and exemplary manner. ETUCE and EFEE informed their members/member organisations in the respective case study country about the activity to ensure that they were aware of the case study taking place.

A different number of interviews took place in each country. In all cases, however, the interviewees were representatives of both the school's management (school leaders, if possible), as well as its teachers and workers' representatives. The interviews had to focus on the description of concrete actions and projects to prevent work-related stress in the education sector according to the country specific situation.

The aim of the interviews was to document and analyse concrete ways to prevent psychosocial risks and combat work-related stress among teaching staff in secondary education, to identify the main obstacles and success factors, and recognize the positive and possibly negative effects linking joint social partner initiatives in the four countries.

The interviews had to take place as group interviews in a double sense: there were groups of interviewees (either school leaders or teachers) and a group that consisted of a FFAW/ISTAS researcher and ETUCE/EFEE study delegation representing the project's advisory group. The study delegation comprised of two representatives from EFEE members, two representatives from ETUCE member organisations, including one representative from each EU level organisations, various representatives from national level organisations (Romania, UK, Germany and Finland), the film team and one member from the research team.

The researcher conducted semi-structured group interviews; at the end of the interviews, the other members of the study delegation could pose additional questions following the guidelines agreed upon at the advisory group meetings. All interviews took place in a constructive manner and an easy-going environment which contributed to achieving the case study goals, i.e. to gather country background information and to document and learn about good practices for the prevention of psychosocial risks and combating work-related stress in secondary schools.

All interviews and local settings were recorded by Massink Media (film team). The results were edited by the FFAW/ISTAS researchers for training seminars in Madrid (2015) and London (2016), as well as for this project report. The results in this report are drawn from audio recordings facilitated by the film team plus the study delegation's notes and discussions.

The interview guidelines and detailed information on the respondents and agenda of the case studies can be found in annex 5.2.

2. Results of the online survey

2.1 General Results

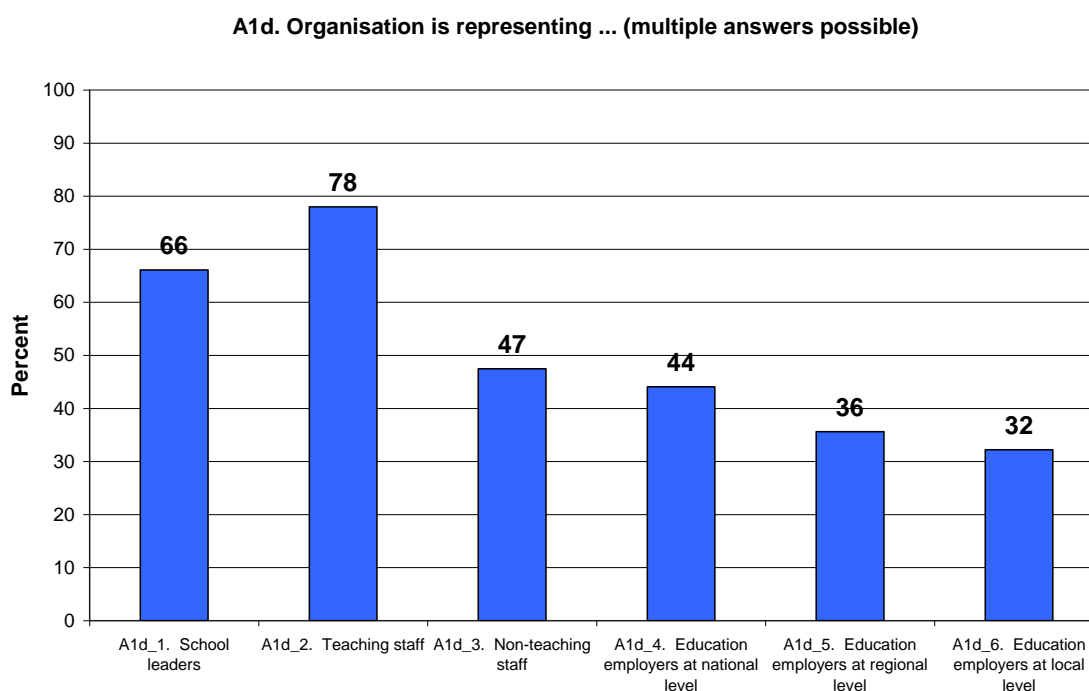
2.1.1 Participation

In April 2015, all member organisations of ETUCE and EFEE were invited to take part in an online-survey on “Social Partners Promoting Decent Workplaces in the Education Sector for a Healthier Working Life”.

Obtaining information and reaching out to the member organisations was the responsibility of ETUCE and EFEE.

In section A of the questionnaire, the respondents were asked to provide some information about themselves. In total, 55 respondents from 28 countries took part in the survey: 36 respondents on behalf of ETUCE-organisations and 19 for EFEE. As the overall population is 131 ETUCE member organisations and 33 EFEE, the general response rate is about 34%. Numbers of respondents per question can differ as answering was voluntary.

Member organisation characteristics are shown in the next two charts.

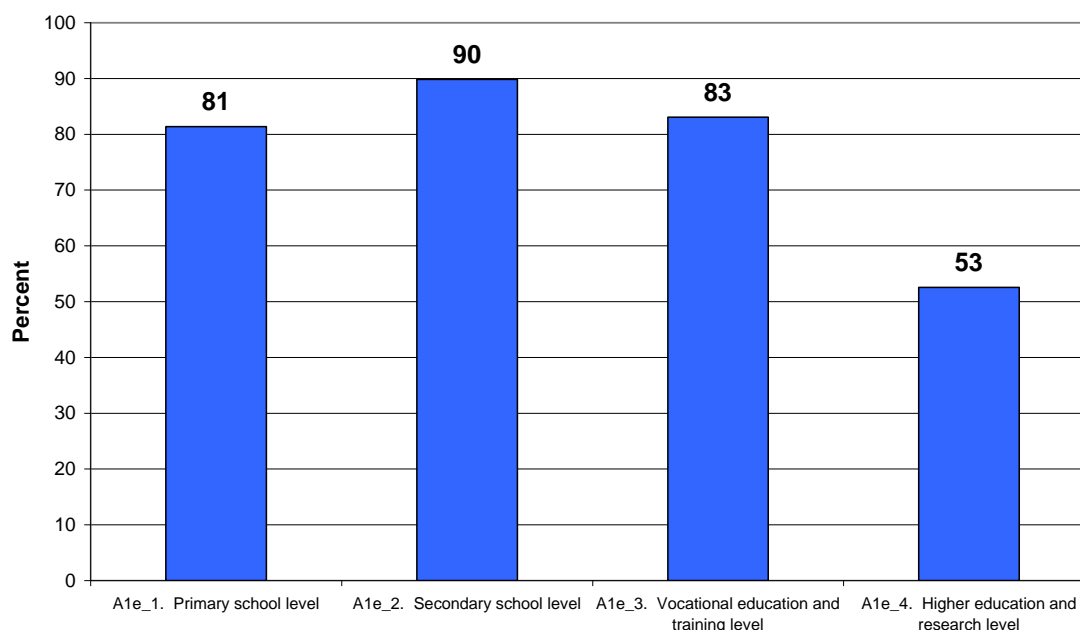


According to chart A1d, 78% of the participating organisations represent teaching staff, 66% school leaders, 47% non-teaching staff, 44% represent education employers at national level, 36% at regional level and 32% at local level (multiple answers possible).

According to chart A1e, 90% of the organisations are active at the secondary school level, 83% in vocational education and training, 81% at the primary school level and 53% in the field of higher education and research (see below).

In short, unions and employers from different school-types and levels (local, regional, national) are represented by the respondents of the survey.

A1e. Organisation is active at ... (multiple answers possible)



List of participating employers' organisations (EFEE members)

Country	Employer organisation
Belgium	GO! Onderwijs van de Vlaamse Gemeenschap
Belgium	OVSG (Education Umbrella Organisation of the Cities and Municipalities of the Flemish Community)
Belgium	SeGEC (Secretariat Général de l'Enseignement Catholique)
Cyprus	Ministry of Education and Culture
Finland	AFIEE (Association of Finnish Independent Education Employers)
Finland	KT (Commission of Local Authority Employers)
Hungary	KIMSZ (Association of School Headmasters)
Ireland	ETBI (Education and Training Boards Ireland)
Italy	Ministry of Education, Universities and Research
Malta	Ministry for Education and Employment
Montenegro	Ministry of Education
Portugal	Ministry of Education and Science
Slovakia	Ministry of Education / Association of Education Employers of the Slovak Republic
Slovenia	Association of Principals
Slovenia	Association of Secondary Schools and Dormitories
Slovenia	Ministry of Education, Science and Sport
Sweden	SALAR (The Swedish Association of local authorities and regions)
The Netherlands	VO-Raad (Secondary Education Council)
United Kingdom	NEOST/LGE/LGA

List of participating teachers trade unions (ETUCE members)

Belgium	Christelijk Onderwijzersverbond (COV)
BosniaandHerzegovina	HESUEBH
Cyprus	Cyprus Turkish Secondary Education Teachers Union - KTOEÖS
Cyprus	OLTEK
Denmark	Danish Union of Teachers
Denmark	National Union of Danish Upper Secondary Teachers (GL)
Finland	Trade Union of Education in Finland
France	UNSA Éducation
Georgia	ESFTUG
Germany	GEW
Germany	VBE
Hungary	PSZ -SEHUN
Iceland	The Icelandic Teachers' Union
Israel	ASSTI
Italy	Fic-CGIL
Italy	UILScuola
Latvia	LIZDA
Lithuania	FLESTU
Luxemburg	SNE
Montenegro	Trade Union of Education of Montenegro
Norway	Union of Education Norway
Poland	SKOIW NSZZ SOLIDARNOSC
Portugal	FNE - Federação Nacional da Educação
Romania	Alma Mater
Slovakia	OZPSaV of Slovakia
Slovenia	ESTUS (Education, Science and Culture Trade Union of Slovenia)
Spain	CSI-F
Spain	FE - CCOO
Spain	FETE-UGT
Suisse	Syndicat des Enseignants romands
Sweden	Lärarförbundet
Sweden	SULF
The Netherlands	Algemene Onderwijsbond
United Kingdom	Educational Institute of Scotland
United Kingdom	NASUWT
United Kingdom	National Union of Teachers

Some of the respondents described “most successful initiatives of joint social partnership” in the survey. Some of these examples can be found in the text boxes below. The following table shows the fields of most successful actions indicated by the survey’s respondents. The structure of the table follows the general model of occupational work strain that draws distinctions between demands, opportunities for development, social relations and leadership, job specific strains and other material aspects of employment like job insecurity. Health and safety issues can be added as a main topic of the research project. This demonstrates the range of activities in Europe and builds a suitable background to the case studies of Belgium, Finland, Germany and Romania that are analysed in detail.

Occupational aspects	Fields of best practice examples	Organizations of respondents that described an example
Employment	Job insecurity	<ul style="list-style-type: none"> – HESUEBH – OLTEK – AFIEE – Ministry of Education Montenegro
Demands	Work-private life balance	– Christelijk Onderwijzersverbond (COV)
	Emotional demands	– Association of Principals Slovenia
	Quantitative workload	<ul style="list-style-type: none"> – SKOIW NSZZ SOLIDARNOSC – Ministry for Education and Employment Malta
Opportunities for development	Professional development	<ul style="list-style-type: none"> – VBE – UILScuola – SULF
Social relations and leadership	Role conflicts/clarity	– Alma Mater
	Social support/ Sense of community	<ul style="list-style-type: none"> – Educational Institute of Scotland – Association of Secondary Schools and Dormitories of Slovenia
	Quality of Leadership/feedback	<ul style="list-style-type: none"> – OVSG – Ministry of education, universities and research Italy
	Transparency in processes	– Trade Union of Education of Montenegro
Teacher specific strain	Noise and voice strain	– The Icelandic Teachers’ Union
	Violence against staff	– ESTUS
	Common educational visions	– ETBI
	Teacher-parent relation	<ul style="list-style-type: none"> – PSZ-SEHUN – FETE-UGT – FE – CCOO
Health and safety issues	Data collection/survey	<ul style="list-style-type: none"> – UNSA Éducation – GEW – LIZDA – Algemene Onderwijsbond – NASUWT
	Awareness on legislation	– Danish Union of Teachers
	Health and safety in organisations	– GO!

2.1.2 Frequencies of action fields

In the first part of section B on the questionnaire, the respondents were asked about fields of stress-related initiatives that have taken place in the last three years. They could choose from a list of 23 aspects of work. For every item, respondents were required to answer:

- if an initiative/action in this field had been undertaken in the last three years in their country
- if the initiatives /actions in that field had been successful or unsuccessful
- if initiatives/actions in that field had been driven by social partners' initiatives or not.

The figure below shows a **broad scope of initiatives and actions**. Most initiatives fields attained nomination rates between 40% and 60%, but more than two-thirds of the respondents said that they were aware of initiatives/actions with regards to:

- Tackling bullying and harassment among students (74%)
- Organisation of health and safety in education institutions (71%)
- Initiatives against violence towards staff from students or others (70%)
- Higher quality of leadership and feedback (70%)
- More opportunities for development (67%)
- Improvement of common educational vision at school (66%).

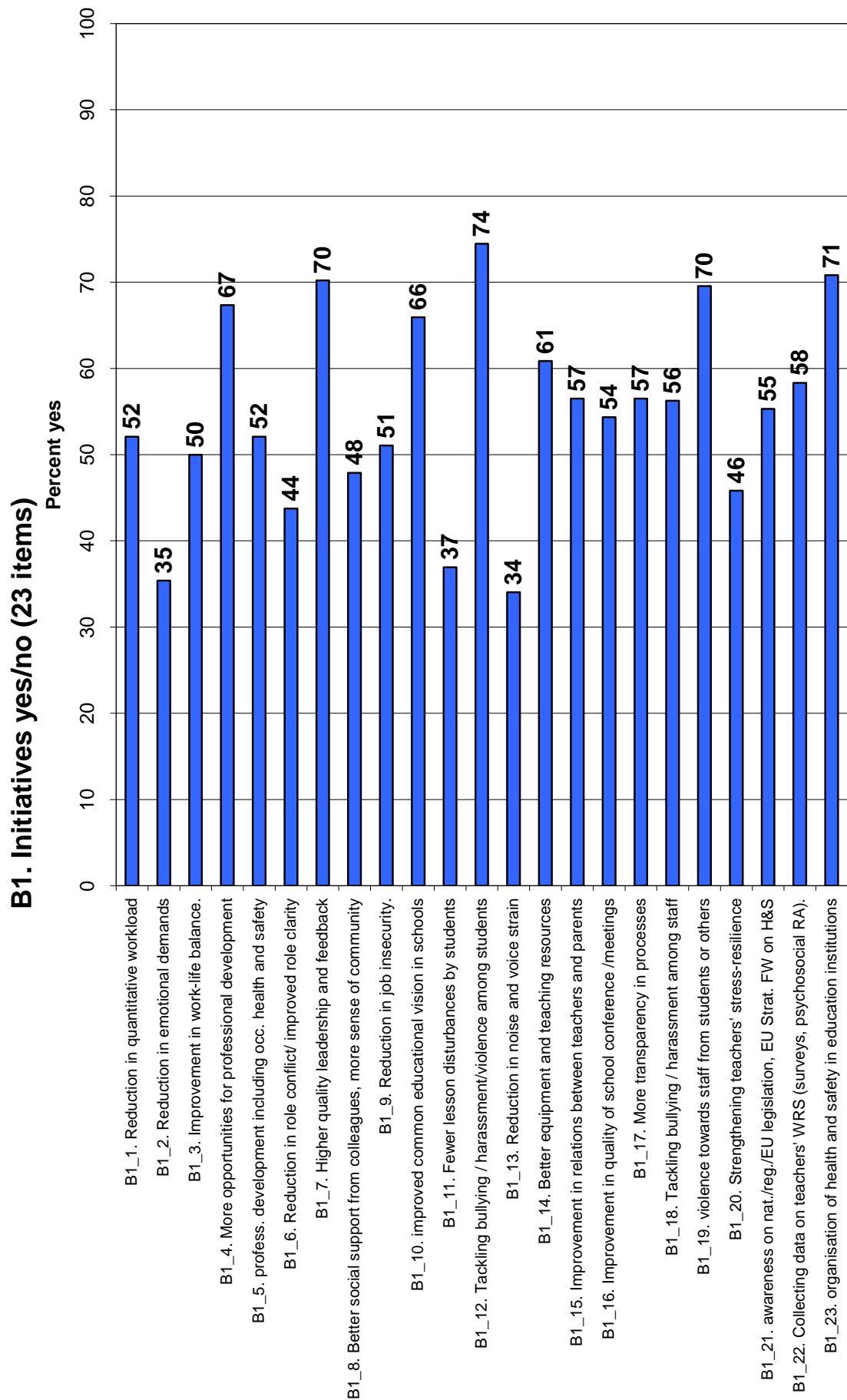
There are comparatively few actions with regards to:

- Reduction of noise and voice strain (34%)
- Reduction of emotional demands (35%)
- Fewer lesson disturbances by students (37%).

There were significantly different ratings between respondents of EFEE member organisations and ETUCE member organisations. EFEE members were more frequently aware of actions in the field of “Higher quality of leadership and feedback” with 88% compared to 60% in the ETUCE group. This is also true for the areas “Tackling bullying harassment among staff” with 76% compared to 45%, and “Fewer lesson disturbances by students” with 56% compared to 27%.

Example of initiatives against violence towards staff from students or others

This example is described in the survey's text fields by ESTUS (Slovenia) and shows how activities to enforce awareness and strengthen teachers and students with knowledge about violence tackling and stress reduction were organized. Round tables were set up and “protocols” on dealing with difficult situations were prepared and distributed. The Icelandic Teacher Union writes that teachers, school leaders, employers, social partners and other parties were involved in activities to reduce noise and voice strain. A conference was held on the adverse effect of noise on voice, hearing and feeling in the learning environment of children. Then consultation meetings with all interested parties took place. A magazine about topics of the conference was sent to all schools with a letter, and the union and the municipalities sent a letter to the Administration of Occupational Safety and Health and Public Health Authorities urging them to cooperate on measurements and solutions of noise in primary and secondary schools.



2.1.3 Ratings and origins of actions

When asked for their judgement as to whether actions had been successful or unsuccessful, the following items reached the **highest success rates in total** (see below):

- Organisation of health and safety in education institutions (60%)
- Tackling bullying and harassment among students (57%)
- Higher quality of leadership and feedback (55%)
- More opportunities for professional development (51%)
- Collection of data on teachers' work-related stress (50%).

Some of these actions are also listed in the group of issues with high prevalence rates (see above). This suggests a more general methodological reflexion. The answers given in this survey talk about actions that have been carried out; if no actions have been carried out in a certain field, then there cannot be any ratings for successful actions in this field. The opposite is also true, the results do not give a direct answer to the question whether or not there could be successful actions in the fields where no actions have been nominated (in principle).

Example of an initiative to reduce quantitative workload

This example is described by the respondent of the Ministry for Education and Employment Malta: The duration of lessons in middle and secondary schools was decreased from 45 minutes to 40 minutes. This was meant to be an adjustment to attention span levels. As the new rules were fine-tuned, contact hours for teachers could be decreased from a maximum of 19.5 hours per week to 17.3 hours per week. The SKOIW NSZZ SOLIDARNOSC (Poland) writes that a survey of working conditions provided a rationale to the Ministry to reduce bureaucracy at schools as it turned out that the average Polish teacher spends 47.5 hours per week working.

Significant variation between EFEE and ETUCE member ratings are found for many items. The deeper analysis of the available data shows that both ETUCE and EFEE respondents were, in most cases, aware of actions initiated by their own group. This kind of allocation could have led them to rate actions/initiatives as "rather successful". Besides this, EFEE member rates are higher on average than those of ETUCE members. Across all 23 action fields, EFEE members rate 60% of the actions as being successful, whereas ETUCE members give such a positive evaluation in only about one-third of all fields. As the origins of initiatives do not predict ratings, this means that both social partners are reflected as being active in the field of health promotion.

- Tackling bullying/harassment/violence among students (EFEE 82%, ETUCE 43%)
- Higher quality leadership and feedback (EFEE 82%, ETUCE 40%)
- More opportunities for professional development (EFEE 76%, ETUCE 38%)
- Initiatives against violence towards staff from students or others (EFEE 76%, ETUCE 31%)
- Tackling bullying/harassment among staff (EFEE 76%, ETUCE 23%)
- An improved common educational vision in schools (EFEE 69%, ETUCE 32%)
- More transparency in processes (EFEE 65%, ETUCE 28%)
- Better equipment and teaching resources (EFEE 65%, ETUCE 28%)
- Strengthening teachers' stress-resilience (i.e. coaching/counselling/supervision) (EFEE 65%, ETUCE 26%)

- Improvement in relations between teachers and parents (EFEE 63%, ETUCE 30%)
- Initial training and/or continuous professional development including occupational health and safety (EFEE 59%, ETUCE 23%)
- Reduction in role conflict and improved role clarity (EFEE 59%, ETUCE 23%)
- Fewer lesson disturbances by students (EFEE 56%, ETUCE 13%).

The third part of block B1 in the questionnaire is concerned with the origin of an action/initiative and whether it was a joint initiative of the social partners or not (i.e. driven mainly by only one of the partners).

For most of the fields, joint social partner initiatives are below 15% of the nominations (see below). This means that either no initiatives at all have been undertaken (see above), or that the initiatives undertaken were not joint ones. **Fields with rates of 20% or higher** are:

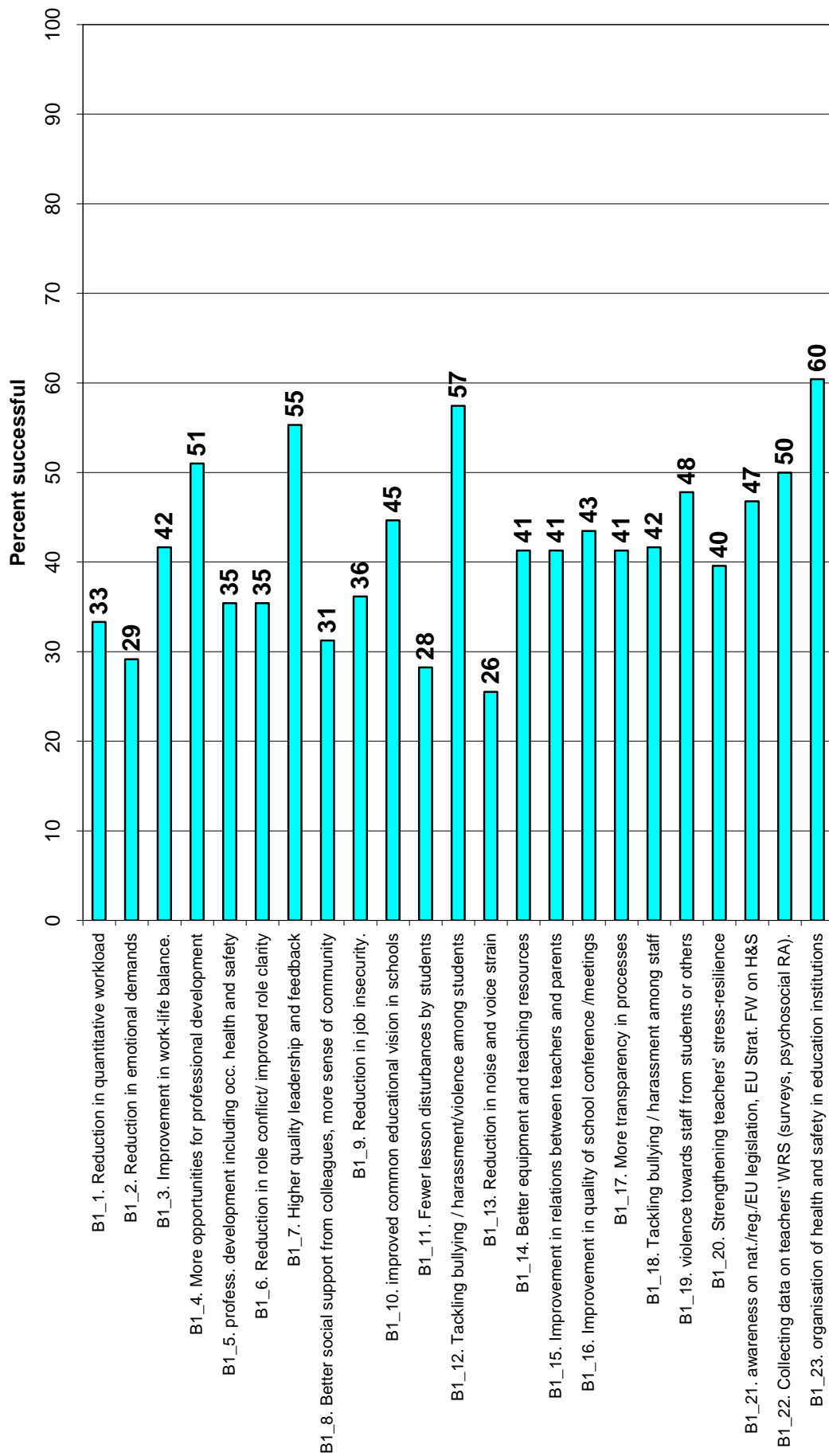
- More opportunities for professional development (27%)
- Tackling bullying and harassment among students (23%)
- Improvement in work-private-life balance (21%)
- Initiatives against violence towards staff from students or others (20%).

The two fields with the lowest ratings are “better social support from colleagues, more sense of community” (4%) and the “collection of data on teachers’ work-related stress” (6%).

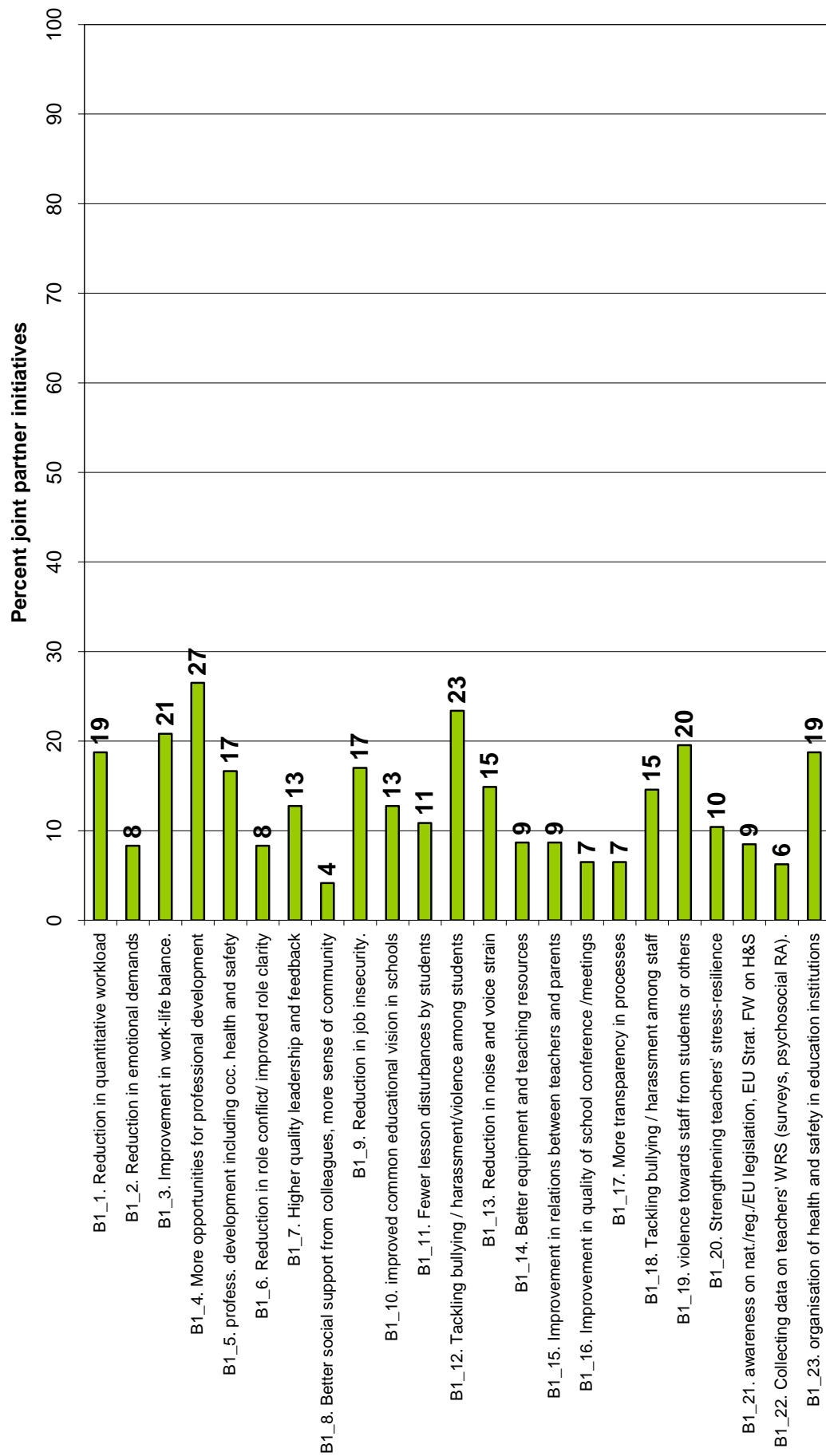
Examples of data collection on teachers’ work-related stress

In the text fields of the survey there are some examples where, in Germany, a COPSQ-survey was carried out and programs of prevention launched in Baden-Wuerttemberg for all 110,000 teachers in cooperation between trade unions like GEW and education authorities. Based on a survey on teacher stress organized by LIZDA (Latvia), a general plan for stress reduction seminars was developed. In the UK NASUWT has conducted well-being surveys to help the employer identify and address work-related stress issues. As a result there was clear evidence of the issues that need to be targeted and can be discussed with the employer. An action plan could be put in place to address issues uncovered with a review in six months.

B1. Initiatives successful yes/no (23 items)



B1. Initiatives by joint partners yes/no (23 items)



2.1.4 Important influence factors

From a list of 19 items, respondents were asked to select the three most important success factors for initiatives in question B2, and the three most challenging factors in question B3 (results in the two tables below).

In general, there is **great variance concerning the list of important success factors**. Four factors are rarely nominated, 12 factors are located in the middle range of 5-20%, while three factors have ratings higher than 20%:

- Sufficient financial resources (37%)
- Cooperation between social partners (27%)
- Allocation of sufficient time (25%).

In this respect, there is **little difference between ETUCE and EFEE** members. The only significant difference is that “sufficient knowledge about occupational health and safety” as a factor for success is rated by 26% of EFEE respondents but only by 5% of ETUCE.

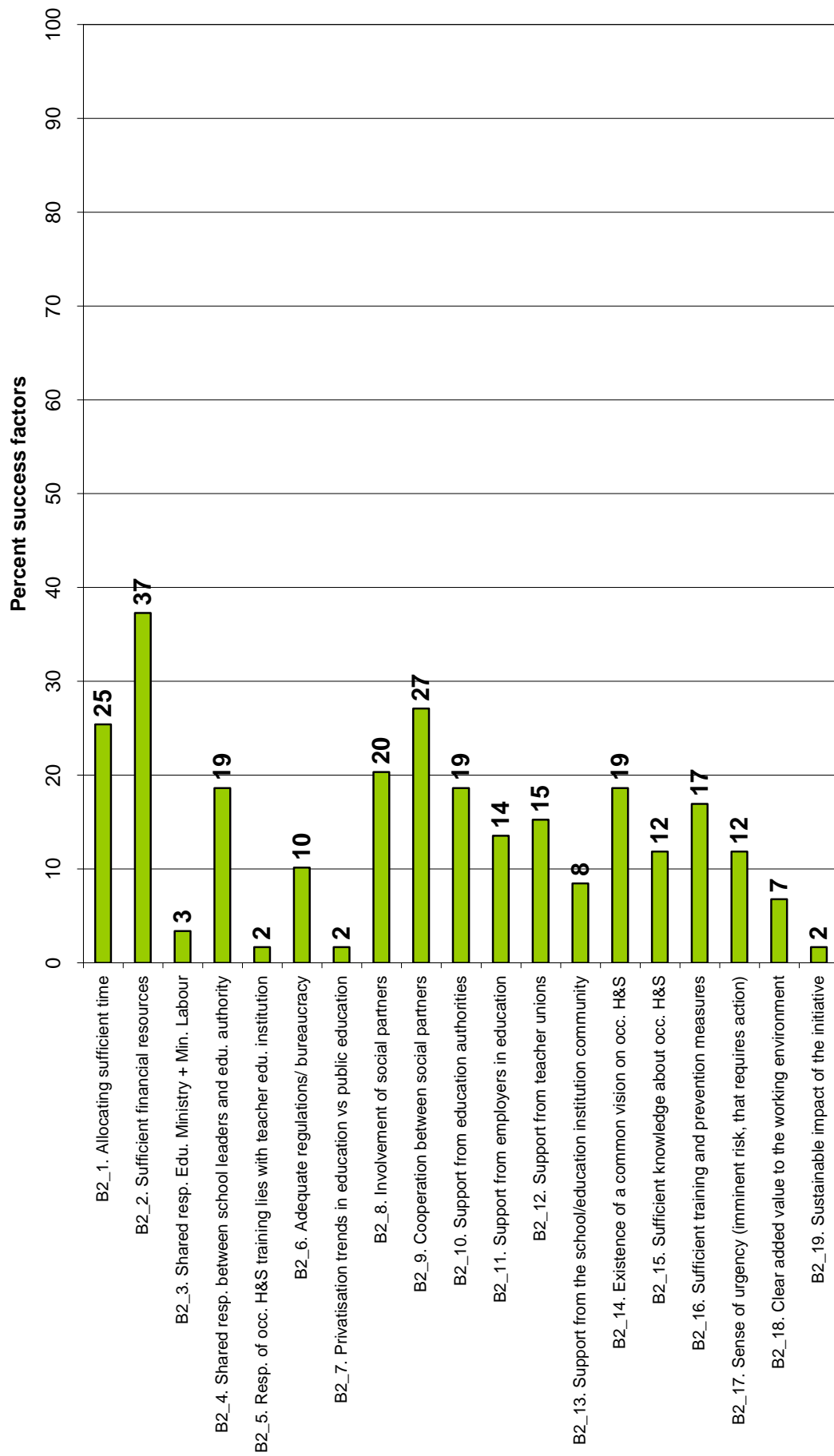
Concerning the most important challenges, there is relatively little variation in the list of factors. The **two most challenging factors of outstanding importance** are: the unsatisfying “allocation of sufficient time” (29%) and “financial resources” (57%). All other items rate much lower, most around 10%.

Between EFEE and ETUCE, **none of the 19 presented challenges show significant difference** in nomination.

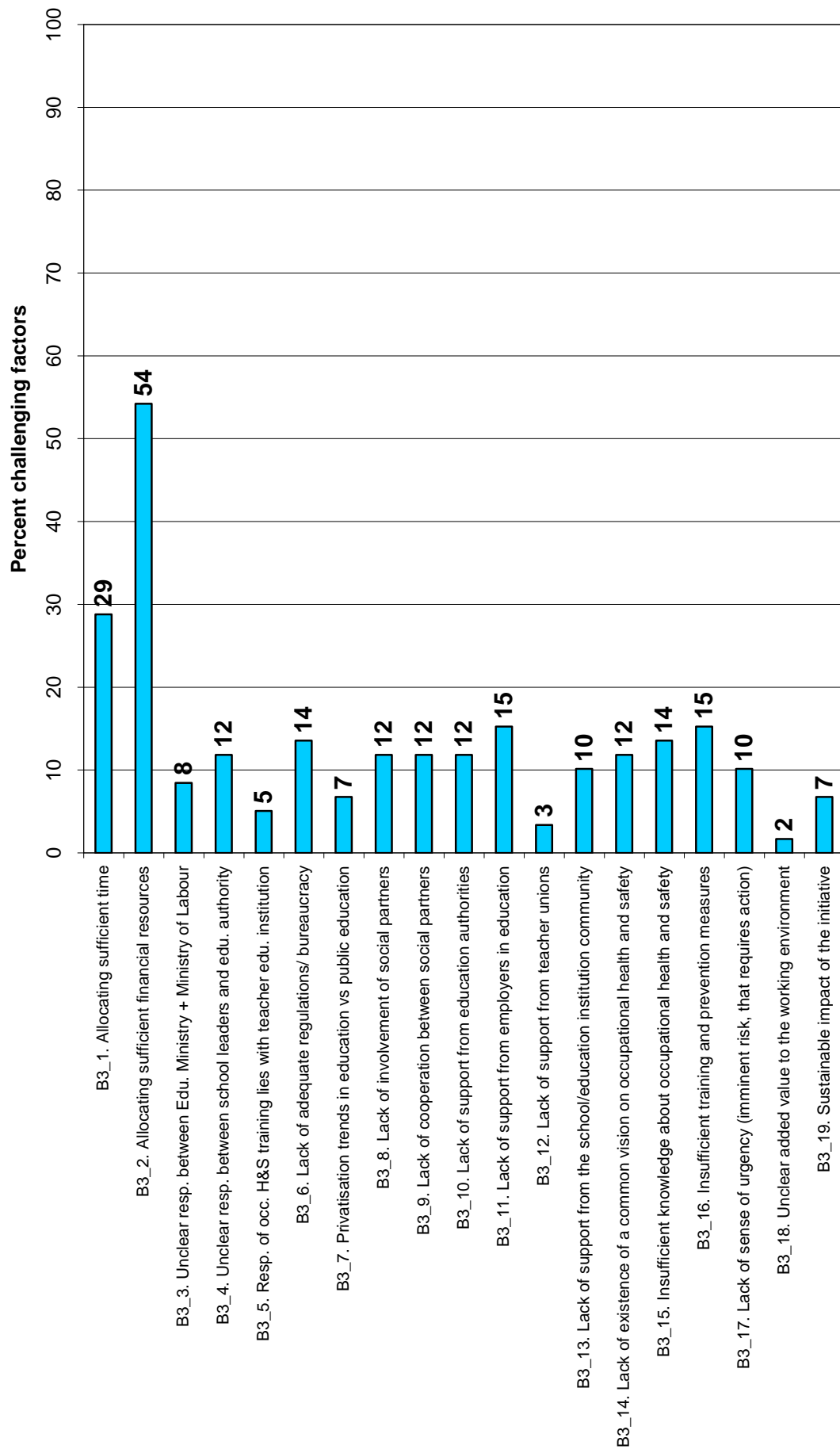
At the end of the short online survey, question B4 asked respondents to name the field of the most successful initiative in their county based on the 23-item list of action fields found in question B1. Only one vote was possible in this case.

With 5 votes, the field “Collecting data on teacher’s work-related stress (surveys, psychosocial risk assessment)” is in the lead. Four votes are given for the field “Reduction of job insecurity”. The item “Reduction of job insecurity” got two votes from ETUCE and two from EFEE each. All other fields had zero to three votes.

B2. most important success factors (19 items, 3 most important)



B3. most important challenging factors (19 items, 3 most important)



2.1.5 Conclusions

In total there are four main fields of action that are also at the top of the list of the most successful actions:

- Organisation of health and safety in education institutions
- Tackling bullying and harassment among students
- Higher quality of leadership and feedback
- More opportunities for professional development.

These fields encompass at least three important groups at school. There is a visible intention to help teachers to develop their professional skills, to support school leaders in improving their leadership, and to help students to learn to respect each other. At education institutional level, the focus lies on organisational knowledge of how to deal with health and safety.

Most of the initiatives are driven either by a union or an employers' organisation. In cases of joint initiative, the professional development of teachers and the tackling of bad behaviour among students are again the most frequently nominated action fields.

Common action fields, such as "initiatives against violence towards staff" exist, which are frequent and of joint origin, but are often not rated as being as successful as other fields. In addition, there are actions of joint initiative that cover important fields like "work-private-life balance" that are not rated successful overall.

According to both groups, the decisive factor for the success of joint social partner initiatives is the availability of sufficient financial (and time) resources; another relevant success factor is the cooperation between social partners.

When asked to name the most successful area of joint social partnership (best practice), 5 votes are given to "data collection in surveys or risk assessment on work-related stress" (all by ETUCE members) and four votes to "reduction of job insecurity" (two by each group). These seem to be the most fruitful areas in the eyes of the respondents, but they are not the most frequent ones in general. According to question B1, data collection on "work-related stress" has been nominated by 50% of the respondents and "activities to reduce job insecurity" by 51%.

Examples concerning special awareness of health and safety issues

Initiatives and actions for this topic did not receive such high ratings at individual as at institutional level. Nevertheless some activities are described in the survey, e.g. the respondent of the Danish Union of Teachers: After collecting data on teachers' work-related sickness absence the Danish labour inspectorate gives schools and working conditions in schools a much higher priority in 2016. Social Partners are working together to make those inspections relevant to the schools and teachers, focusing on high emotional demands and risk of violence from pupils. According to UILScuola in Italy education staff and workers' representatives are trained to be aware of health and safety according to national law. Developing adequate measures has become part of local agreements signed every year by trade unions local officers and employers.

Generally it is important at this point to bear in mind the methodological bias of the survey that only those initiatives which were actively selected by the respondents could be rated as successful/unsuccessful in the survey although there may have been others.

3. Case studies in Belgium, Finland, Germany and Romania

3.1 Belgium

3.1.1 Fieldwork notes

Information used in this report is mainly based on semi-structured group interviews and meetings with a total of 25 respondents. On the one hand, the study delegation met representatives from the most important employers' organisations at community level i.e. **SEGEC** (Catholic Education General Secretariat, French and German speaking community), **KOV** (Catholic Education Flanders) and **GO!** (Education of the Flemish Community); and on the other hand, they met with a trade union representative from **CSC-Enseignement** (Confederation of Christian Trade Unions, French speaking community). In addition, the study delegation met with school leaders, teachers, OHS professionals and a trade unionist from the **Institut Saint Joseph** (from now on ISJ) and **Vrij Technisch Instituut** (from now on VTI). Both are secondary schools (12 to 18 year old students), which are publicly funded but privately run by Catholic organising bodies. **ISJ** offers general, technical and vocational education profiles and it is located in Ciney (French speaking community). It has 1667 students with a socio-economically mixed background (931 boys and 736 girls) and 184 teachers (73 women and 69 men), 42 being part-timers. **VTI** offers technical, vocational and part-time vocational education profiles and it is located in Aalst (Flemish community). It has 1462 students with a socio-economically mixed background (1319 boys and 143 girls) and 292 teachers (116 women and 176 men), 70 being part-timers.

The study delegation included two representatives from EFEE and four from ETUCE, one representative from each EU level organisation and the other representatives from national level organisations (Belgium, UK and Germany) and one member of the research team.

3.1.2 Country background

Secondary school system: Belgium has been a federal state since 1989 when education was transferred to the three communities (language-based entities), on the one hand to the *Communauté Française* (French speaking community) and on the other hand to the *Vlaamse Gemeenschap* (Flemish) and the German one.

In all three communities, compulsory education is from 6 to 18 years; covering primary (until the age of 12) and secondary education (from 12 to 18 years). Secondary education includes four academic profiles (general, technical, vocational and partial vocational education) of which schools can offer one or a mix of them. It comprises three degrees: observation (1st and 2nd year - students are tested at the end of the 2nd year); orientation (3rd and 4th year) and determination (5th and 6th year - students must pass an exam to obtain the secondary school certificate, which is mandatory for admission to college or university or to get the qualification certificate).

70% of Flemish schools and 65% of French ones are publicly funded and privately run by catholic institutions. The other 20%- 35% are publicly funded schools that are either municipally or provincially run. Completely privately-funded schools are a small minority.

Working conditions: There are 42,283 workers in secondary education in the French speaking community and 67.973 in the Flemish one, 63% being women, around 80% being teachers and 52% of them being between 30 and 49 years old.

The majority of secondary teachers have tenured positions (75% of the teachers in the Flemish community and 68% in the French speaking community) but tenured positions are a minority among teachers under 29 (around 18%). Teachers can be in temporary positions with fixed-term contracts for many years (up to 10 years or more), working for a few days in many schools during the year, working in one school just for a part of the year, working for many schools at the same time during the same year. The earliest this situation can change is after three years of experience within the same school or the school cluster that a tenured position must be offered.

The school year runs from September to June (37 weeks per year), 5 days a week, starting at 8 am at the earliest and finishing at 5 pm at the latest. It means 174 days of teaching in the Flemish community and 182 in the French speaking one. On top of this, teachers have to prepare lessons, evaluate students' work and take part in form teacher meetings to assess students' progress, attend area (subject) meetings and do many other tasks related to the school.

Salaries are linked to qualifications (the higher the qualification, the higher the starting salaries) since master's level is not required to work as a teacher in secondary education. Annual average teacher salaries (including bonuses and allowances) amount to 42,683 EUR in lower secondary education and 55,293 EUR in upper secondary education in the Flemish community and 40,161 EUR and 49,757 EUR respectively in the French speaking community (Chart D3.4, *Education at a glance*, OECD, 2014). Furthermore, seniority implies variance too. For example teacher salaries differ from around 29,765 EUR at the beginning of the career, to 51,576 EUR at the top of the scale for lower secondary teachers in Flemish community. These salaries are in all cases above the EU21 average.

Occupational Health and Safety: The European Directive 89/39/CEE was transposed to Belgium in 1996 by the federal Law of 4 August on employees' well-being at work. A specific Royal Decree covers the prevention of psychosocial risks at work since 2007. Both, the Law and the Decree, apply to all workers and companies across all sectors including education.

The decree was updated in 2014 and it reinforces and enlarges the previous definitions of psychosocial risks at the workplace. These are defined as the probability of one or more workers being at risk of or exposed to work environment features or behaviour over which the employer has some control that creates an objective danger. These include: psychological hazards (such as anxiety, depression, burnout, suicidal feelings or post-traumatic stress disorder) and/or physical injuries (sleep problems, of hypertension, palpitations, stomach and intestinal problems, etc.); work organisation features (management style, procedures, structure, tasks allocation); work content issues (nature of work, complexity, difficultness and variation of tasks, emotional and mental workload); interpersonal relationships at work (communication, inter-group relationships) or other working conditions (evaluation procedures, career management, types of contracts, training plans, etc.). The decree therefore concerns elements on which the employer has an impact, i.e. factors that may contribute to the origin of psychosocial risk exposure.

The law includes as stakeholders on psychosocial risk prevention the employer as having main responsibility, but further also line managers, the health and safety committee, technical experts in psychosocial prevention, and a person of trust (*personne de confiance*) for cases of sexual harassment, violence and psychological harassment at the workplace. The Decree puts special emphasis on prevention based on risk assessment; to this end several procedures have been outlined. For example, it is laid down that a line manager or at least a third of the workers' representatives within health and safety committees can request a risk analysis. In this case, employers have to proceed to a preliminary risk analysis, with the participation of workers and the prevention adviser. This analysis must lead to the definition of measures that change working conditions

and which have to be planned and communicated. Then, once a year, the stakeholders involved in risk prevention at the workplace evaluate the risk analysis as well as the measures taken to combat exposures (www.eurofound.europa.eu/observatories/eurwork/articles/working-conditions).

Social dialogue: In order to follow-up on the 2014 Royal Decree, Flemish and French speaking community social partners started developing support tools for their members. Developments are however still in a preliminary phase.

In the Flemish community, social dialogue is being developed. For example, a new appendix was added to the example of labour standards for catholic schools in order to comply with new obligations regarding psychosocial risks. It was negotiated between Catholic Education Flanders and the trade unions in the education sector. Furthermore, an ad-hoc working group on psychosocial risks has been created to adapt the “Welfare Covenant” (the adaptation of OSH laws to the education sector). This working group brings together representatives from all education umbrella organisations (employers’ organisations), higher education, external experts, unions, Flemish government (Minister of Education) and federal state (Departments of employment, labour, and social dialogue and labour inspection). The aim of this working group is to find ways to enhance prevention policies of education providers to combat psychosocial risks.

In the French speaking community, the main issues of social dialogue regard external services for prevention and protection.

3.1.3 Stress factors

Interviewees agreed to speak mainly about high turnover of teachers new to the profession, which is considered an important problem secondary schools. In the French speaking community, in 2011, more than 40% of new entrants leave secondary education in the first five years, more than half of these during first year (www.enseignement.be/index.php?page=27524). In the Flemish community, drop out rate was 35%, in 2006, when they started to deal with it (www.ond.vlaanderen.be/beleid/personeel/files/AMR_2013.pdf). This phenomenon was more or less explicitly linked to work-related stress and lack of psychosocial risk prevention.

There were a number of reasons given by interviewees for high turnover of teachers new to the profession:

- **Recruitment conditions**

New entrants can be in temporary positions with fixed-term contracts for many years (from 1 to 10 years or more), working for few days in many schools during the year, working in one school only for a part of the year or working for several schools at the same time during the same year, among other situations.

- **Workload**

Although new entrants have the same course load as other teachers, their actual workload is greater because they have to create their own syllabus for each subject and group they teach.

- **Gap between teacher training and teaching practice**

Demands in relation to class management, students’ evaluation or parents’ meetings are difficult to cope with by teachers new to the profession since there is a gap between what is taught at university or college and schools’ reality or because they have not received any training for teach-

ing at all, since some teachers come directly from the profession, especially in vocational and educational training.

All in all this could lead to teachers' harmful exposures to psychosocial risks. For example, insecurity over employment or working conditions (for example, the risk of being fired, the uncertainty of being or not being reemployed if fired, changes in working hours or pay, reallocation regarding subjects or schools every now and then, etc.); lack of social support (for example, isolation, lack of assistance and feedback by colleagues and managers due to constant reallocation regarding schools); lack of recognition (for example, lack of work valuation, work respect or fair treatment); quantitative demands (for example, when teachers have not enough time to complete work tasks during formal working hours, when they have to work fast); emotional demands (for example, when work puts teachers in emotionally disturbing situations, when work demands relate to others' personal problems, when it requires to hide feelings or opinions); or work-private-life conflict (for example, when work takes so much of teachers' time and energy that it has a negative impact on her/his family, when he/she needs to be on teaching work and on family care work at the same time).

3.1.4 Good practices

Social partners, teachers, school leaders or workers representatives do not formally deal with high turnover of teachers new to the profession, its sources and its solutions under the umbrella of occupational risks' prevention. Nevertheless, psychosocial risk prevention issues regarding high turnover rates are integrated into the general management processes of many schools and in the communities' social dialogue.

Community level: At community level, focus to reduce high turnover rates among teachers new to the profession is on the gap between teacher education and teacher practice. Recruitment conditions or workload are not being discussed as a way to reduce high early drop out rate.

As far as the French speaking community is concerned, in 2010, the Government of the Wallonie-Bruxelles Federation offered trainings for tutoring and mentorship of new entrants, after negotiations at sector level with trade unions and organising bodies' representatives (employers' organisations). In 2014, in the Declaration of the Community Policy 2014-2019 "*To be federal to succeed*", the formalisation of new entrants' professional development as teachers was announced and it became a 'must' in the Decree adopted in October 2015.

For example, the Decree obliges as an improvement on welcome arrangements to designate a mentor for teachers new to the profession. Moreover, the projected Agreement for Excellence in Education processes supports this new approach. For instance, developing tools such as "*Accueillir les enseignants débutants (Welcome teachers new to the profession)*" on the basis of the exchange of good practices along with collaborative work, resulting in exchange of experiences of teachers who are mentors, academics and technicians from government. At this level there is no connection with OSH issues.

As far as the Flemish community is concerned, in 2006, the Flemish Ministry of Education identified the problem of high teacher early drop out rates as an employment insecurity problem as well as a lack of initial career guidance and a source of work-related stress. As the main solution the Ministry granted a number of hours to schools for some teachers who saw their course load decrease to devote this time to support new entrants in the teaching profession, the so called "coloured hours". In addition, the Flemish government developed a compulsory "*banaba*" (bachelor after bachelor) 3 year-courses for mentors and organised supervision groups for them. How-

ever, in the 2010-2011 school years, the Flemish government decided to end the policy of dedicated hours and training when drop out rate had decreased but was still 22% in secondary education.

School level: At the visited schools, psychosocial risk prevention issues have recently become part of the OHS agenda (where safety issues were considered more urgent) clearly pushed by the new law. At ISJ Ciney, they had just received the results of their first psychosocial risk assessment and they were about to analyse the results in order to combat the risks at source. At VTI Aalst, the psychosocial risk assessment was undertaken last year and highlighted preventive measures were: 1. better timetables, which were adapted to teachers' needs and preferences in terms of schedule (work-private-life balance), subjects and students' groups; and 2. Team work and support between teachers. Both measures were highlighted too as being effective at ISJ. Keeping class sizes smallest was also mentioned in both schools, but could not be achieved. At ISJ, this was a major problem: 28 students per class instead of the theoretical 24 because of a gap between the budget that is assigned on the number of previous year students and the actual budget year needs, i.e. 120 additional students.

In both schools, the main measures taken to address high turnover of new entrants are focussed on the gap between teacher training and teacher practice. In both schools, a **mentorship programme for teachers new to the profession** has been developed. Therefore, they are presented together, pointing out the differences when relevant.

- **Basis**

An important pillar in both schools is that a mentor team is a **support team, meaning the team does not assess or control on behalf of the school leader**, they are peers. **Support** (by mentors) **and evaluation** (by management board) **are very clearly separated**. Furthermore, in ISJ supporting and starting teachers sign a contract where confidentiality and an attitude free of judgement are two of the most important values. In VTI school evaluation of a new teacher cannot be carried out before mentors have developed class observation visits and feedback. Another important fundament is that teachers who are members of the supporting teams **have to be trained to be mentors** and they need to have certain seniority (5 years or more) in the school. Moreover they find it very positive to be networking with other mentors in other schools in order to exchange experiences and reflect on them. The third pillar, in both cases, is that all the training activities for new teachers are focussed on developing **teaching skills, how to do teach** more than what to teach; it is about the teacher's profession. Field/subject necessities are covered by field/subject coordinators and teams (via educative project, course programmes, handbooks if used, competences and knowledge toolkits...). Last but not least, the fourth base is a **team approach** to exchange experiences on how to deal with challenges, stimulating **reflexivity** (thinking by themselves, asking the right questions), to guide without limiting, to advise without standardising and **to propose instead of impose** a solutions' set, **supporting** the teachers new to the profession.

- **Welcome activities**

Important yet minor activities concern **joining the school**, giving all kinds of practical information that a new teacher might need (who is who, who does what, mail and passwords for electronic materials, building and key spaces, etc.). In VTI most of these activities are carried out by support staff.

- **Support activities**

These are the activities **to support new entrants' integration in the teaching profession**. Since they are about teaching skills they can be useful in any school. Nevertheless, they are accompanied by explanations on actual school specific practices and rules (formal and informal standards) since they look for **incorporation to a specific education team** too.

In both schools, supporting activities are developed **collectively and individually**. ISJ works in groups on **peers' case studies** (using tools from a free of charge online platform -NéoPass@ction- which offers resources from research work, based on observations of actual teaching) and new entrants' reactions and concerns regarding their first experiences. VTI works firstly and mostly on **actual new entrants' experiences** alongside informal collective talks on their own concerns regarding their first experiences, on collegiate **observations** of one or two new teachers' lessons with feedback from mentors and **role playing**. In ISJ the collective mentoring is about the challenging times in the school year, so subjects are predefined: **how to deal with class management, students' evaluation or meetings with parents**. In addition, other subjects can be added at the request of the supported teachers. In VTI more out-of-school **teambuilding activities** are being developed to stimulate new teachers to create a group/team between them. In ISJ the bonding centre is the institution as well as the mentoring team. In VTI professionalization, acquaintance and amusement are all aspects of the new teachers' mentorship programme. In ISJ, as well as in VTI, supporting activities are assessed and in both schools, they are very well evaluated by the teachers new to the profession. In VTI mentors have a reduction in teaching time to develop mentoring role and in ISJ all activities are carried out on voluntary basis. In VTI two years of mentorship are programmed, with the second year more concentrated on the teacher's personal development and improvement based on the self-assessment.

The way these projects began was quite different as well as the resources devoted to these activities. At ISJ it started in 2010 when five teachers from ISJ enrolled in the training offered by the Federal Government (see above) and developed a welcome and supporting team for teachers new to the profession at school, on a voluntary basis, with the approval of the school leader. From 2012 they developed a tutors' network at Diocese level (Namour- Luxembourg) where they exchanged practical experiences and information and reflected on how to support new teachers, their role as tutors and problems around new entrants' enrolment in their organisational framework. Nowadays they are part of a network at Wallonie-Bruxelles level and members of a specific working group on the subject of teachers new to the profession. In ISJ, in 2014, new teachers were 27.7% of 112 teachers, and 63.5% had 5 or more years' service. At VTI it started in 2006 when the Flemish Ministry of Education identified the problem of high turnover of teachers new to the profession and the school was granted 9 hours times 1.8 hours/week to devote to new teachers' mentorship (coloured hours) instead of teaching lessons. The school goal was to avoid work-related stress for teachers new to the profession and appointed a mentor. In 2007 another mentor was appointed and from 2007 to 2010 resources in terms of granted hours by government varied but the school funded the remaining hours needed. From 2010 it is the school that funds the hours from its own resources, without a ministry grant. In the meanwhile, mentors have graduated and they take part in a supervision group of Flanders' mentors. Nowadays new teachers represent between 17 and 20% of the teaching staff.

The most important challenge in both communities is **resources**, much more marked in the French speaking community where all is done on voluntary bases, with no additional means in terms of staff and time available. Mentorship requires time, which can be obtained by a reduction of teaching time, but who (government, schools or teachers) need to assume the costs is key and

not clear. Another important weakness highlighted in both schools is teachers who are in the school only for a part of the year: they miss parts or even the complete mentorship programme, that cannot be repeated for them or only on individual basis.

At both schools, recruitment conditions for new teachers are not questioned (probably because these are not in hands of the schools or dioceses). But when asked about, they are considered the main problem leading to high turnover of teachers new to the profession and even an important obstacle for the mentorship programmes to be completely successful.

3.1.5 Conclusions

Regarding psychosocial risks at work and to achieve 2014 Royal Decree implementation, the Flemish and French speaking community social partners are developing support tools for their members. At the schools we visited, psychosocial risks issues have recently become part of the OSH agenda. Nevertheless, avoiding this kind of risks is integrated in schools' general management processes.

More than 40% of teachers new to the profession in the French speaking community and 22% in the Flemish community, leave secondary education in the first five years. Reasons for this high early drop out rate are multi-factorial and linked to work-related stress. The most often mentioned stressors were: recruitment conditions, workload and a gap between teacher training and teaching practice. All these factors could lead to teachers new to the profession being exposed to harmful psychosocial risks i.e. insecurity over employment and working conditions, quantitative demands, work-private-life conflicts, emotional demands, low social support or low recognition.

Both at community level and at the visited schools, the main measures to reduce high turnover of teachers new to the profession were focussed on the gap between teacher training and teaching practice by means of a mentorship programme for new entrants. At community level, training for mentors is a common practice. Besides, developing tools is the key focus within the French speaking community and allocating funding for hours to be devoted to mentorship used to be the Flemish governmental focus. However, this policy ended in 2010 and today the schools decide (or not) to allocate them from its own budget.

Regarding visited schools, the most important issues regarding the mentorship programmes are its basis and activities. Its principal foundations are:

- the creation of a team with no evaluation purposes (reserved to the management board) but only support goals (reserved to trained, senior and networked peers to be mentors);
- focussed on teaching skills (how to teach);
- supporting teachers new to the profession (stimulating reflexivity, teambuilding, proposing instead of imposing, advising without standardisation, guiding without limiting and creating a learning environment on the basis of exchanging experiences about how to deal with challenges instead of providing a set of solutions).

Many activities are developed during these programmes:

- welcome activities (minor, to give key information about working in the new school);
- supporting activities for example on how to manage a class, students' evaluation or meetings with parents by working on peers' case studies, mentor observation and feedback on lessons or meetings and informal collective discussions about teachers' new to the profession concerns.

3.2 Finland

3.2.1 Fieldwork notes

The data used in this report is mainly based on the information collected in meetings and semi-structured group interviews with a total of 16 key respondents which are employers and employees as well as governmental bodies and experts. The informative meetings with presentations were held with the Finnish Teacher Union **OAJ** and the Association of Finnish Independent Education Employers (**AFIEE**); representatives of the Local Government Employers KT could not attend the meeting; with a counsellor of the **Ministry of Education and Culture**; a Safety Inspector from the **Regional State Administrative Agency (AVI)** and a specialist from the **Centre for Occupational Safety (TKK)**. Finally, semi-structured individual interviews with school leaders, and semi-structured group interviews with trade unionists and teachers from the **Kulosaari Secondary School** and **Helsingin Suomalainen Yhteiskoulu**, that are independent (publicly funded schools managed by a foundation) and located in Helsinki. The study delegation was formed of two representatives of EFEE and four from ETUCE and one member of the research team. The **Helsingin Suomalainen Yhteiskoulu** includes primary, lower and upper secondary education (6 to 17 year old students). In the present school year it has 1190 students (500 boys and 690 girls) mainly from families above average income, and 78 teachers (56 women and 22 men). **Kulosaaren Yhteiskoulu**, with lower and upper secondary education, has at present 830 students, mainly from families of mixed socio-economic status (330 boys and 500 girls); and 60 teachers (42 women and 18 men).

3.2.2 Country background

Education system: The Finnish education system seeks for equity and consistency in results. Basic education is a nine-year education from 7 to 16 year old students in comprehensive schools, including what in other countries can be labelled as lower secondary education. Young people who have completed compulsory schooling can opt for one extra year of basic education. This voluntary education is intended to help and encourage young people to continue their studies at the upper secondary level (www.minedu.fi/export/sites/default/OPM/Koulutus/oulutusjaerjesteImae/liitteet/finnish_education.pdf).

Upper secondary school offers general education for students of about 16-19 years of age and is publically funded and provided by local authorities, municipal consortia or *independent* organisations authorised by the Ministry of Education and Culture. The majority of the upper secondary schools in Finland are run by local municipal consortia.

The general upper secondary school is based on courses with no specified year-classes. The scope of the syllabus is three years but the studies may be accomplished in two, three or four years. The upper secondary school ends in a matriculation examination drawn up nationally, which entitles students to continue studies in universities, polytechnics or vocational institutions. A few upper secondary schools specialise in a certain subject or prepare for the International Baccalaureate.

Working conditions: In 2013, around 175,000 employees (2/3 females) were working in the whole education sector. A big majority of employees in the education sector (2/3) works in the local government sector. The “Finnish success” in education (i.e. as reflected by PISA results) can be seen as a result of a mixture of policies which ensure equal opportunities with a flexible system to fit students’ particularities, recruiting and maintaining competent teachers (highly trained and professional; selected through a highly competitive process – only 8% of those wishing to take up

teaching studies actually achieve to enter the study career at university) and giving them adequate support and good working conditions – small class sizes, a voice in school decisions and high levels of professional autonomy. This leads to relative stability of the teacher workforce and success in teaching. Student-teacher ratios are 8.92 students per full-time equivalent teacher in lower secondary education and 16.06 students per full-time equivalent teacher in upper secondary education. On the whole, average monthly gross salaries are around 3,800 € and 2,550 € for teaching and non-teaching staff. Salaries are based on collective agreements and depend on the teaching level, the number of lessons and the specific subject (the salary for teaching sciences, humanities or sports is different); individual agreements are also allowed. Net teaching time was 589 hours and 447 hours respectively in lower and upper secondary education in 2014. This indicates the lowest teaching hour per week (includes only lesson hours, not their preparation) among OECD countries, which is 19 hours of teaching per week as average. The proportion of fixed-term employment has stayed around 10% and is more frequent among young women. Finally, it is important to state that teachers have the possibility to take a gap year after 16 years of working.

Occupational Health and Safety: The Finnish OSH-system consists of specific legislation (over 100 regulations), policy mechanisms, coordination, collaborations, standards, means and tools and statistics. The legislative approach combines both occupational health and safety and students' safety approaches: all people participating in education (teachers and students) have the right to a healthy and safe working and learning environment. In this context "safety" includes the psychosocial environment and the right to obtain support when needed. Key policies are negotiated among the government, employers and trade unions. The Regional State Administrative Agency (AVI) is responsible for the regional supervision and direction of occupational safety and health policies. AVI's activities are targeted to maximise societal impact, and along with supervision of the compliance with safety and health regulations provides instructions, advice and training in occupational safety and health, working closely with employer and employee organisations. Finnish Social Partners jointly manage the Centre for Occupational Safety (TTK) that provides training, information, materials and development services, and administrates and upkeeps a register of occupational safety personnel.

Social dialogue: Social dialogue in education is well developed in Finland and common in occupational health and safety issues, with OAJ, AFIEE and KT (Local Government Employers) as main partners. The number of teachers who are members of teacher unions is 95%. The teacher unions' and employers' organisations most outstanding activities in the last year was the project on stopping violence in schools and kindergartens (stopping violence at schools has been given a high priority in Finland) focused on developing forms for reporting and processing violent incidents at work.

3.2.3 Stress factors

All the interviewees agreed that education in Finland has been given a high priority for years so that students' needs and teachers' working conditions have been key issues. In this context, main stress sources are seen in the domain of **workload and demands**, referring to **quantitative** (amount of tasks and time to do them), **emotional** (interacting with students, parents, colleagues and co-operation partners), and **cognitive** demands (dealing with knowledge and decisions). Although, it has to be highlighted that all interviewees at these two independent schools agreed that teachers usually have enough resources and support to deal with these demands, and that they also enjoy a high level of influence over their own job, including some latitude on the organisation

of working time. This is mainly because of the conception of a school as a “flat hierarchical organisation” where teachers have high levels of possibilities for skill development. In this context, cognitive demands contribute to healthy *active work* (work characterised by high demands and high control) and not to *high strain* (high demands with low control) or unhealthy conditions.

Additionally to the high demands, the **payment system** may add pressure on teachers if they are recruited to teach fewer lessons or less paid subjects.

Finally, increasing **commuting time** from home to work and vice versa is seen as stressing in the context of the closing of small schools and clustering them in bigger education institutions.

Sources: Highlighted high demands and workload may come from different sources:

- Highly **demanding parents and very motivated students** who have both high expectations from their teachers and school leader.
- Increasing **communication demands from highly participative parents**, including the use of e-mails and easy-to-use on-line systems that add tasks to the daily work of teachers and put pressure on them to work overtime.
- Teachers self-demands related to their **high commitment** (teachers want to meet the highest standards and do their best), are potentially leading to over-commitment.
- Demands for **team work and increasing needs for cooperation**. Although this can be seen both as demands and resources, team work and co-operation partners (like in situations when student has special needs) with colleagues adds the need for specific professional and social skills, and results in some cases in additional working time.
- **Extra-curricular demands**: like visits or excursions, that may result in a loss of teaching hours, which teachers may want to compensate; and activities with colleagues and school staff organised by the school (i.e. activities with families) that introduce conflicts with their family and social life.
- **Pressure to adapt to changes** and innovation – i.e. new curriculum developments and updates.

3.2.4 Good practices

National level: “Safety in a learning environment”. The legal requirement in Finland requests that teachers’ and students’ rights to enjoy a safe learning environment have to be concretised in school action plans linked to the curricula, including the protection, and promotion of health and the prevention of bullying and violence; thus coordinating legal requirements based on regulations for occupational health and safety (OSH) and the Student/Students Welfare Act. Accordingly, all education providers have to draw up action plans and the labour inspectorate and state agencies help schools and social agents to go beyond the mere accomplishment of legal requirements by facilitating high level assessment and support – i.e. the use of the in-company *Valmeri* inquiry, an easy to use inspection tool for measuring working conditions with an emphasis on psychosocial workload. On the one hand, Social Partners, along with their autonomous activities, jointly contribute to keep well informed and trained employees, employers and their representatives through the activities of the Centre for Occupational Safety (TTK) – i.e. like the “Well Being at Work Card”, a mass training programme; and with projects like “Stopping violence in schools and kindergartens”. On the other hand, municipalities encourage organisations and workers to give visibility to the progress in work organisation and share innovations in order to improve working

life, though programmes like *Kunteko* (kunteko.fi) focusing on innovation and productivity, building trust and cooperation, maintaining a competent workforce and improving occupational health and working conditions.

School level: The concepts of “trust” (at both vertical and horizontal levels), “team working” and “cooperation” spontaneously arose in the interviews with school leaders, teachers and worker representatives at the schools. It reflects the internalisation of the national strategic objective that good working conditions and quality of education go together. The following are the main features of the observed good practices at schools:

- Schools implemented a **collaborative, collegial and co-operative leadership model** involving leaders, administrators, teachers, education support personnel and the whole pedagogical community that is seen as the most effective form of leadership in education institutions. Regarding psychosocial risk prevention, this model encourages influence and horizontal trust (among peers and colleagues) and vertical trust (leaders – teachers upwards and downwards). It implies a flat organisation with good communication and speak-up processes that facilitate the detection of any malfunction and the agreement on its possible solution; and allow teachers to share knowledge, improve their professional skills and get support from colleagues and school leaders when needed; contributing to the construction of a psychosocial working environment characterised by respect, trust, cooperation and high levels of autonomy and development of professional skills for teachers
- **Integrating psychosocial risk prevention as a daily *normal* issue in the school.** Together with this leadership model and beyond meeting OSH legal requirements (i.e. OSH Committee meetings, compulsory risk assessment, preventive actions and so on) occupational health focuses on processes and solutions rather than control and problems.
- **Making job demands assumable.** Sharing leadership makes teachers more responsible and accountable for their work which otherwise could become too challenging for teachers. That is why it is important to keep work demands assumable and to improve resources. Different actions support these objectives:
 - Subject meetings, in which teachers of the same subject comment on methods and tools they use and share materials.
 - Regular but informal peer interaction in the common spaces where teachers meet to prepare lessons, to talk to the others or just to relax.
 - Installing ICT and e-mails replying rules, i.e., a maximum hour after which mails do not need to be replied that same day. Answers can be sent the next day. No replies necessary in weekends, only after.

3.2.5 Conclusions

In the Finnish secondary education is a specific policy on psychosocial risks prevention integrated into national education and occupational health policies, which is based on both teachers’ and students’ rights to enjoy a safe learning environment. Accordingly, state agencies and Social Partners cooperate in order to implement such broad objectives at school level.

Regarding work stressors, job demands are the main issues. Main sources are the highly demanding parents and the highly motivated students who challenge teachers. Along with this, teachers

have high commitment levels and high expectations for themselves. Other sources of demands are related to the need to adapt to changes in curricula, increasing commuting time, and extra-curricular and activities with colleagues, co-operation partners and school staff organised by the school that may also introduce conflicts with family and social life. Finally, wages vary according not only to the number of lessons but on the specific subject teachers teach.

The collaborative, collegial and co-operative leadership model seen at the two respondent schools was not specifically designed to deal with psychosocial risks, but it implies the building of flat organisations with good communication, high levels of teachers' involvement, trust and cooperation that facilitate the management of psychosocial risks.

In the studied schools, examples of initiatives to make demands assumable and to improve resources to deal with them are: subject meetings, in which teachers of the same subject share experience; informal peer interaction in the common spaces where teachers meet to prepare lessons, to talk to other colleagues or just to relax; and establishing rules for replying to e-mails to avoid overtime.

Along with this, psychosocial risk prevention is integrated as a daily *normal* issue in the schools, and goes beyond OSH legal requirements and focuses on processes and solutions rather than control and problems.

3.3 Germany

3.3.1 Fieldwork notes

From 1st to 4th of November 2015, two different places were visited by the study delegation. The **“Städtische Gemeinschaftsgrundschule Richterich”** is located in the outer area of Aachen. It has got 230 students (108 female) aged 5-10 years in 9 classes that are taught by 14 teachers (13 female). The school does not receive any special funding to prevent work-related stress, but the individual teachers receive trainings. The school is fully funded by state; families' socio-economic status in the area is generally high. Here the school leader, vice school leader and three teachers were interviewed. The **“Ganztageshauptschule Kogelshäuserstraße”** is a lower secondary school in Stolberg. The school has got 258 students (105 female) aged 13-18 years in 11 classes, taught by 24 teachers (12 female). This school is located in a small town, in an area of lower and medium socio-economic status. It is fully funded by state and provides trainings for teachers to educate students with special needs and especially to promote their health and work-life-balance. The school has developed a specific stress-prevention policy and provides teachers with suitable trainings. Here the school leader, vice school leader, five teachers and one social worker were interviewed.

Besides leaders and teachers of two schools in North Rhine-Westphalia, the ETUCE/EFEE study delegation had **opportunity to interview a delegation of representatives of the teachers' union Verband Bildung und Erziehung (VBE) as well as a delegation of the Ministry for Schools and Education of North Rhine-Westphalia and some representatives of local level authorities.**

3.3.2 Country background

Germany is a federation of sixteen states (“Länder”). As these Länder, i.e. their ministers of education and cultural affairs, are autonomous in educational matters, school structures in Germany may vary largely, and school leaving and teacher training qualifications may not all be of an equal standard. **North Rhine-Westphalia, where interviews took place, is the country's most populous state, with more than 18 million inhabitants.**

Since PISA 2000 tests, the original three-tier school system has undergone significant changes. The system of having lower secondary school (Hauptschule) offering vocational training entrance qualifications, an intermediate secondary school (Realschule) offering a secondary school leaving certificate (mittlere Reife) and Gymnasium offering university entrance qualifications (Abitur) – has become a focus of school policy. As the majority of parents today want their children to sit the Abitur (Year 12/13), or at least obtain a secondary school leaving certificate (mittlere Reife after Year 10), very few opt for lower secondary education. **So in most of Länder a two-tier system has emerged, but North Rhine-Westphalia still offers lower secondary education.** There is also a system of special needs schools. In the area states, some are under the threat of being broken up or gradually closed. This is the case, for instance, in North Rhine-Westphalia.

Since 2010, all trainee teachers are required to obtain a degree from a university. A Master's degree with 300 credits must be acquired for a teaching post. The study period is followed by an obligatory placement for all types of schools (12-18 months). Afterwards there are both individual courses on key topics like learning in mixed ability groups, digital learning, etc. and in-school trainings on school specific themes. However, there is a tendency to scale down advanced training programmes for budgetary reasons.

In North Rhine-Westphalia is 156,625 teaching staff, 71% are female. 58,187 teachers work part-time. Among them there are 87% female. The average age of teaching staff is among the highest in Europe. **More than 40% is 50 or older and less than 10% are up to 30 years old.** Currently, every year more teachers are retiring than can be replaced. There is also a lack of staff for mathematics and science in particular, as well as for art, music, sport and religion.

Most teaching staff is civil servants. With this status, teacher's do not to have fear becoming unemployed. Teachers' salaries vary a lot, so teaching staff at primary schools is e.g. paid much less well than those in secondary education. Primary school staff and staff of lower secondary school also have the highest number of teaching hours: 28 per week (one hour here means 45 minutes). In the other schools of secondary education, there are 24-26 hours of compulsory teaching and at the Gymnasium 23-24 hours. Teachers have to prepare and follow up classes, mark exams, liaise with parents, carry out development work, assess students, provide statistics, etc. In total, they therefore contract as many hours as any employee in the public sector, i.e. 39-41 hours per week (hours of 60 minutes).

School leaders are also required to teach, although their hours can be reduced to give time for managerial work. When school leaders enter retirement, it is often difficult to find successors as additional managerial demands seem relatively high in comparison to additional rewards like higher salary.

3.3.3 Stress factors

Since the PISA 2000 test, many school reforms have been agreed top-down. Examples are the expansion of all-day schools, development of school-specific profiles, introduction of centralised performance comparisons, abandonment of written grades in favour of verbal certification, an increase in diagnostic responsibilities, and the internal and external evaluation of schools. As the number of contract hours remained the same, new projects have to be executed and duties have to be fulfilled within some 'notional' timeframe or have to be done beyond this frame. **This means increasing quantitative demands with too little "original time to teach" and for many teachers even stronger work-private-life conflicts.**

There are decreasing numbers of school students in Germany due to demographic change. In North Rhine-Westphalia student numbers are falling in many rural regions especially but rising in urban areas. The number of students from a migrant background is increasing steadily. In some schools, the proportion of students from a migrant background is close to 80%. As primary school catchment areas have been relaxed in the last years, higher-earning families are sending their children to primaries with fewer children from migrant or difficult social backgrounds. This trend continues into the lower secondary schools and the middle/secondary schools. It means that teachers have to cope increasingly with different cultures and religions in some schools and many and very difficult students in one place. This kind of segregation is mirrored by parents being either over- or under-committed to school life. The situation is compounded by inclusive schooling, i.e. teaching children with and without disabilities in the same class. While inclusive schooling affects an increasing number of teachers, it is only the younger generation who is trained to deal with mixed-ability classes. As in-service training is falling short, there are many who try to perform a multitude of roles in the lesson. **This results in role conflicts, high emotional and professional demands, sometimes enforced by suboptimal equipped school buildings.**

The increasing diversity of students calls for sustained cooperation between the teaching staff and social workers, special needs teachers and school psychologists. Not in all schools there are

such additional workers and if they are there, it is often only for a few hours. In many small schools, particularly at primary school level, there is no secretary or full-time secretary. Janitor posts may be amalgamated for cost reasons, with schools ordering janitor services only on special request. As a result, members of the teaching staff attempt to plug the gaps themselves. But many teachers are not used to ask for help or talk about their problems frankly, so **weak social support, few relations, rare feedback and a low sense of community can be found at schools.**

In 2008 the Ministry for Education and Cultural affairs Baden-Württemberg (another area state) has in cooperation with teachers' unions VBE, Gewerkschaft für Erziehung und Wissenschaft (GEW), Philologenverband (phv) and Berufsschullehrerverband (BLV) launched a risk research survey at 4,200 schools. Carried out by Freiburg research centre for occupational sciences (FFAW) and based on Copenhagen psychosocial questionnaire (COPSOQ), it is one of the world's largest surveys on teachers' health (55,000 teachers, respond rate above 50%). Compared to an overall sample of professions, teaching is essentially associated with strong affective strains on one hand. On the other hand, influence and development possibilities have remarkable positive values. Regression models can proof threatening aspects as well as invigorating aspects that correlate with health. These may even be compensatory to each other. E.g. teachers tend to sustain a relatively high job satisfaction but do suffer from symptoms of burnout and cognitive stress at the same time. The five most important factors for cognitive stress symptoms are: **high levels of work-private-life conflicts, disturbances in the classroom, noise and voice strain, and relatively low levels of role clarity and meaning of work.** Of course, besides the general view, these findings differ due to underlying factors like type of school: e.g. noise and voice strain is highest at secondary schools but lowest at primary and vocational schools. In consequence, it is important to have an individual risk report for every single school. It is here, where possible measures to improve teachers' health have to fit.

3.3.4 Good practices

Risk assessment based on COPSOQ is conducted by FFAW also in North Rhine-Westphalia right now. VBE and GEW as the two major teacher unions in Germany have called the Ministry for School and Education to **focus on the psychosocial challenges facing the teaching profession on joint initiative.** It is aimed to facilitate schools developing measures, professionally supported by external psychologists and occupational health physicians of BAD Gesundheitsvorsorge und Sicherheitstechnik GmbH.

Besides, the **VBE has developed different concepts to give support to teachers on behavioural and organisational level.** There is an online diary which teaching staff can use in order to monitor work stress in cooperation with University of Luneburg, a psychological service implemented in trainings in cooperation with several universities (including Potsdam and Bremen), "teachers health days" are offered to help dealing with stress, etc. There are also many training seminars approved as advanced training courses by the states ministry. One of it is a time-management seminar that is not only to help the individual teacher organise his/her time but also to organise a school's schedule as a whole.

The **Ministry of Schools and Education in North Rhine-Westphalia has conducted programme Education and Health "Bildung und Gesundheit" (BuG)** in collaboration with accident insurance fund and health insurance funds. This programme focuses on teachers, parents and students as a group and wants to give them guidance for schools to become 'healthy schools'. One issue is to provide money the other is to organise special trainings, but in any case individual school's needs

must be reflected. As the programme is not low-threshold, thus participating schools can be seen as part of a good practice network.

At local level there are many examples of good practice reported by the interviewees, intended to reduce teachers' stress that derives in more or less direct ways from the developments of working conditions that are described above.

Teacher/Teaching oriented leadership: The school leader interprets his role as coach rather than inspector. Thus he or she is easy to contact for the staff members, i.e. their doors are open for teachers to walk in if there is an issue that requires immediate support. Following up teachers' requests sincerely and giving clear feedback creates an atmosphere of trust and justice. This culture of transparency is helpful to discover possible structural problems and favourite topics for training days to develop the individual teachers' and staff competences in a holistic way. The school leader tends also to interfere actively, when teachers and parents are in conflict. This shows support to 'his' staff on one hand and help all involved parties to get along (again) with each other in a better way on the other hand.

School leader: "I see my own role as a supporter of the teachers to help developing new skills and improving their work due to a functioning working environment."

Teachers: "We had difficult talks with parents about education. The school leader's moderation gives us the feeling that we are not alone and encourages us to stand by our opinions."

Team building/participation/corporate identity: In a literal meaning, the school leader may be allowed to choose teaching staff himself to build 'his' team. But it means also to make teachers participate, e.g. discuss difficulties in the whole staff to see how far experiences are shared and who can contribute to improve things. Teachers are also encouraged to visit each other's in their lessons (peer learning). In a technical sense this ensures that teachers teach same contents, e.g. write class tests of comparable difficulty levels. Establishing common educational rules makes sure that school is identified as corporate setting not mixture of teachers' personal preferences. Students can easier know how about expected behaviour and respect is given to teachers as members of a larger unit.

School leader: "As teachers are used to work highly autonomous, we took pressure to cope away by demonstrating not only that they share problems, but that they can find solutions together."

Teacher: "After some hesitation we learnt that when we follow rules that we've established as a team, not only others will pay more respect, but also self-esteem and social support rise."

Distribution of work/role precision/new offers: Everyday administrative work of teachers, e.g. asking for absent students, is given to secretary to let teachers concentrate on teaching. Engaging a social worker serves for the same purpose: He deals with conflicts between students, teachers and/or parents for the sake of good school life when conflicts cannot be solved by the teachers as conflict party or if there are difficult social backgrounds in the families of the students. He also works together with the youth welfare office. It's important to the school to decide who is needed, whether to recruit more teaching staff or a social worker instead. Support may also be given from external sources, e.g. persons who are contracted by the schools and their special budgets for these issues. In a rather medical sense of health, e.g. a physiotherapist can be engaged to train students and teachers as well (e.g. payed by BuG programme, see above).

School leader: "Additional non-teaching staff is giving teachers the chance to concentrate on what is their initial task, which is teaching students

Teachers: "We were sceptical at first, if a social worker could do better than we, but then we saw, he is taking stress away as he does things that were really too much or out of reach for us."

New time-arrangements: A good effective time management at the school means to combine teachers' wishes at one hand and organisational needs on the other. In one school visited, the vice school leader's got a special qualification on this topic. She is even a trainer for teachers herself on behalf of the VBE (see above). Practically she and the school leader meet weekly to update the school's calendar. At the beginning of the school year teachers can indicate favourite working times. Due to balancing work-life and to prevent exhaustion, the time regime is strict, e.g. keeping staff meetings short and planning them other than at the end of long working days. In the other school, the time schedule of the school was deeply changed: It was decided by leader and staff to start work later, have lunch earlier and longer breaks.

Vice school leader: "We saw that events were badly timed, like never ending conferences and non-transparent plans. Clear time-tables and schedules are a signs of respect to others' activities."

Teacher: "We were working against our and the students inner needs. After re-organisation school times, they fit better to physical needs and make balancing work-life easier."

Investing in buildings/equipment: One school that is to be closed will be transformed in another school type. This is eager opportunity for the local administration to refurbish and acquire new equipment on ground of current teachers' experiences. Furthermore, the school applied for funding from BuG programme (see above) to shape rooms for contemplation, sports, social needs, physiotherapist hours and undisturbed work. As funding by this programme also means to take part in regular self-evaluation-surveys, positive effects of these measures are documented.

School leader: "Having separate and nicely decorated rooms for teachers helps them to calm down and relax from the very high noise level in class-rooms."

Teachers: "Still there is much work to be done at home, but home is no longer the place where the conflict between the wish to relax and the demands of work has to be carried out."

3.3.5 Conclusions

The measures to reduce stress and improve health are diverse and often described as small steps only by the interviewees. From a wider perspective, many steps can be seen as movements in a cultural shift of the teachers' role at school from all-rounder to member-of-team-teacher. This comes to the point, when a school leader says, that he "always thinks of what could be done to give my teachers a working environment that enables them to do a good job?" On behalf of the teachers this means, e.g. that "it was of course unusual to visit a colleagues class from our tradition, but we learnt we would all do easier when we reflect our situations together."

Apart from such attitudes and principal willingness to make changes, there are some structural conditions that make successful interventions more likely: The authority to build up a coherent staff (team), e.g. by school leader's selection; advanced training strategies of and for school leaders and teachers (support); means and clear pictures of who is responsible and who should be responsible for what (distribution of work); sufficient time for trainings and funding for equipment (be it on union's, employer's or joint initiative); professional networks to learn from other schools (good practice).

At least a very important source of improvement may be mentioned. The premise of almost any measure - money required or not - is the staff's interest for its own health state. This interest can rise from suffering of symptoms and absence days (bad way) or from systematic and preventive risk research (much better way).

3.4 Romania

3.4.1 Fieldwork notes

Information used in this report is mainly based on semi-structured group interviews with a total of 25 key respondents. On the one hand, social partners at national level i.e. **FSLI** (Federatia Sindicatelor Libere din Invatamant/Federation of Free Unions in Education) and **Alma Mater** representatives –two trade unions in the education sector in Romania- and the representative of the **Ministry of Education and Scientific Research** as the employer; on the other hand, with experts on health and safety issues i.e. FSLI trainers and a university professor; and finally, with school leaders, trade unionists and teachers from the **Princess Margaret** and **Alexandru Ioan Cuza** schools. Princess Margaret is a public primary and lower secondary school (6 to 14 year old students), located in Bucharest. In the school year 2014-2015 there were 45 classes, 1178 students with a socio-economically mixed background (670 boys and 508 girls) and 67 teachers (60 women and 7 men), 17 being part-timers in this school. Alexandru Ioan Cuza is a public upper secondary high school (14 to 18 year old students), with a marked science profile, located in Bucharest. In the school year 2014-2015 there were 29 classes, 859 students with a socio-economically medium background (494 boys and 365 girls) and 54 teachers (46 women and 8 men), 9 being part-timers in this school.

3.4.2 Country background

Secondary school system: Formal and compulsory schooling starts at the age of six. It includes *primary* (first 4 grades) and a part of the *secondary education* (last 4 grades). Subjects include Maths, Romanian, History, Geography, Science, Art, Introduction to computers, Religion, Music, Physical Education and Civic Education. After the 8th grade students are required to pass the Testarea Națională or the National Test to enrol in *upper secondary education (high school)*. If they fail, students must go to a school of crafts and trades for two years before entering high school. It comprises four years of studies, two compulsory year levels (9th and 10th grade) and two non-compulsory levels (11th and 12th grade). Each high school can choose to offer one or more of the five academic profiles: Sciences, Humanities, Technical, Vocational and Economics, meaning additional subjects and up to 32 hours of classes per week. This profile affects the university degree choice. Students must take and pass the National Baccalaureate Exam or *Examenul National de Bacalaureat* for recognition.

In 2014, there were 5232 schools (primary, secondary and high schools), 98% fully financed by the state, with 3,107,852 students (May 2015). There is a resources gap between rural and urban areas.

Working conditions: According to the Ministry of Education and Scientific Research, 224,825 people work in primary and secondary education in Romania, being 171,335 titular teachers, i.e. they have passed national exams (data at May 2015). Women represent about 75% of its workforce (2012-2013). The average age of teachers in secondary education was 42 years, with 14% aged below 30 years and 27% below 50 years of age (TALIS, 2013).

76% of school teachers are employed with a full-time permanent contract, meaning at least **40 hours per week**, being **18 hours of face-to-face classes** (effective teaching hours). Substitute teachers are recruited full-time, mainly with a 1 year temporary contract; this short period makes their integration at the school difficult. The majority of teachers work in one school, but depending on the subject they teach and the number of students in the school (smaller in rural areas)

they must complete the 18 hours in one or two additional schools (composed workload). Schools in Romania function the whole day round and teaching is done in shifts. Week-end work is indeed common since all extra-curricular activities with students and teacher training cannot take place from Monday to Friday.

Teachers' salaries are low, e.g. in 2015, a teacher with 10 years of seniority and without a management position earns around 238 € per month (the Romanian minimum wage is 217€); moreover the maximum salary after 40 years of working is 500 € per month (similar to the Romanian average gross monthly wages: 564 €). It is the lowest salary by far for teachers in EU countries. This is a problem when recruiting teachers: graduates are looking for jobs in other sectors where salaries are much higher. If other members of the family do not cover daily needs, teachers must have a second job in order not to live in poverty. The status of teaching as a profession is declining.

Occupational Health and Safety: Despite the transposition of Directive 89/39/CEE in October 2006 (Law No. 319 of 14 July 2006 on the health and safety of worker), which means that the duty of the employer is to ensure the health and safety of workers in every aspect related to work (technology, organisation of work, etc.), only technical safety issues are dealt with at school level under the OSH umbrella, leaving aside the broader approach to achieve an overall prevention policy that covers all occupational risks.

There are no specific regulatory provisions on psychosocial risks or work-related stress prevention, though there is a kind of recognition of stress as a professional hazard since salaries includes a %age to cover this hazard bonus.

The law stipulates an obligation for creating a Health and Safety committee in organisations consisting of more than 49 workers. This committee is responsible for prevention activities at school level.

Social dialogue: Social dialogue has re-started with the new government, after many years of being almost non-existent. The previous government applied cuts and austerity measures in the sector resulting among other issues in wage cuts and freezing of wages and a ban on employing new personnel followed by a period of conflict in labour relations which seems resolved now.

3.4.3 Stress factors

There is an important agreement between social partners, the Ministry of Education and Scientific Research and trade unions, on priority issues about working conditions. Regarding what this project considers as stressors, **workload** for teachers (its quantity and its nature) was emphasised as the most important problem in the pre-university education system together with low salaries. At school level the conclusion is the same. Definitely interviewees, regardless of being school leaders, teachers, coordinators or trade unionists, unanimously point at workload (its quantity and its nature) together with low salaries. Excessive workload and its content could divert toward harmful exposures to psychosocial risks such as quantitative demands (for example, when employees have not enough time to complete work tasks during formal working hours, when they have to work fast, when workload is unevenly distributed so it piles up), emotional demands (for example, when work puts employees in emotionally disturbing situations, when work demands to relate to others' personal problems, when it requires to hide feelings or opinions), role conflict (for example, when employees have to do things which seem to be unnecessary, when contradictory demands are placed on them, when employees have to do things which ought to have been done in a different way), work-private-life conflict (for example, when work takes so much of employee's

time and energy that it has a negative effect on her/his family, when employee needs to be at work and at home at the same time).

Highlighted sources of excessive workload were mainly:

- Excessive **red-tape** that overloads working hours

Teachers in Romanian schools have an excessive level of bureaucracy and of paperwork to complete since they have to document almost everything they do. Teachers are required to have a personal portfolio with a teaching plan, teaching materials, students' evaluation and reports on everything they do. At school level, each committee must have a special file with all kind of documentation on procedures, action plan and decisions: reports, minutes, etc. All in all, there can be up to 43 different committees in every single school, some of them overlapping in contents and others changed now and then by the Ministry of Education and Scientific Research or local authorities.

The Ministry of Education and Scientific Research's purposes for all this information are to evaluate the education system and generate information to improve education policies and the evaluation of schools, with a view to grant additional funding and investments to individual schools. These purposes are not clear at school level where teachers and school leaders concluded that the information is compiled for the records only.

- **Vast curriculum** and many exams on which teachers have no say.

The syllabus content is set by the Ministry of Education and Scientific Research. It is not possible to move away from it since students need to pass difficult exams on these compulsory subjects. Teachers consider the Romanian curriculum too vast, which does not allow them to delve deep into subjects nor to focus on quality in education. Subjects are covered briefly and often are not tuned with students' ages. The syllabus involves and requires a lot of homework, exams and marking.

- **Student/Teacher Ratio**

The recruitment ban in force between 2009 and 2014 led to a decreasing number of teachers and developed into class and school mergers which resulted in classes' sizes of 24 to 36 students; with the Ministry of Education and Scientific Research allocating the number of students to each school. For teachers, this is extremely exhausting since the lesson must be adapted to different students' levels, all of whom need different teaching methods.

3.4.4 Good practices

Despite the fact that social partners, teachers, school leaders not trade unionists, do not formally consider red tape, curriculum, employment policy, salaries, workload, etc. under the umbrella of occupational health and safety, due to the security and technocratic approach to prevention explained here above, features highlighted are related to psychosocial risks and work-related stress and moreover, their prevention at source. Problems, ways and proposals to solve them could assure an improvement at the level of prevention afforded, integrating, without being completely conscious, the prevention of psychosocial risks and work-related stress on the one hand, in national social dialogue and on the other hand in schools' general management process.

National level: In 2014, an agreement was signed between the Romanian Government and teacher trade unions concerning the education sector. Through this agreement, among other

issues, the Government has committed to increase teachers' salaries by 10% during 2015 and to **recruit 2500 teachers** as well as to develop a new Education Law. Employing new teachers is an effective way to reduce workload. Regarding the new law, among many other issues, measures to reduce workload are to be bargained. The interviews showed complete agreement on more proposals to achieve the reduction of teachers' workload. If these are to be part of the new education law, it could be considered a good practice together with employing more teachers, an already implemented measure. Three more ways to reduce workload were discussed:

- **Rebuilding national curricula, diminishing quantity of information and focusing it on practical issues**, moving from heavy theory towards knowledge application, and adapting it to students' ages
- **Diminishing red-tape by means of reducing substantially the number of compulsory committees at schools and their paper work**; the goal is that teachers can devote their working hours to teaching and not to bureaucracy;
- **Reducing class size** (it is up to 35 when the maximum number by law is limited to 25-28), **by employing more teachers**.

The aim is to improve working conditions and the quality of education.

School level: Formal Occupational Health and Safety (**OSH**) **activities** led by the Health and Safety committee are **only related to safety issues** following the principle of risk assessment and its main elements e.g. hazard identification, worker and workers' representatives' participation, introduction of adequate measures, documentation and periodical re-assessment as well as provision of information and training. Special attention is paid to first aid, fire-fighting and evacuation of staff (and students), taking all necessary measures i.e. arranging contacts with related external services (police, fire-fighters, etc.), designating workers to implement measures, informing, giving instructions and training to all staff and students. The most outstanding difference between both case study schools is that the Alexandru Ioan Cuza High School has obtained a budget from the town council to outsource the prevention activities as a pilot experience.

Neither of the schools has a specific formal policy on work-related stress or psychosocial risks prevention. But actually psychosocial risks and work-related stress prevention is integrated and part of the schools general management.

School leaders, teachers, trade unionists and committees' coordinators at school level think that real solutions for excessive workload are out of their hands. They propose the recruitment of more teachers, reducing the size of the curriculum, reducing the number of committees and decreasing the reporting bureaucracy at national level. These proposals are along the same lines as those that national social partners' are bargaining for and seeking to implement.

In the meantime, however, at school level, school leaders together with staff have found ways to deal with workload and changing working conditions. The main measures taken in both schools are similar. Therefore, they are presented all together:

- **Participative working teams and distributed leadership**

Departmental or methodology committees that meet once a month are being used to share teaching materials and ideas, to develop participative work planning and to distribute tasks and share its results e.g. to prepare students for tests, how to teach certain issues, lesson planning,

etc. In this way, time spent preparing lessons is reduced and teachers are given more confidence. Committee coordinators organise these meetings with other teachers and the school leader does not participate in them.

In fact, at both schools, there is a kind of board of coordinators who are in charge of different areas. All questions and comments dealing with these areas are first addressed and dealt with by them, only if they cannot solve them, does the school leader become involved. Teachers know whom they have to address first because this information is made available for everybody at the beginning of the course.

The school leader plays an important role in creating conditions for and promoting team building. For example on the one hand committees are found to be a means of establishing a team, on the other hand they involve everybody in searching for solutions when there is a problem; moreover they look for and organise activities based on team building to strengthen the team and provide feedback on this.

Contractual stability among the staff (long seniority and permanent contracts) is considered essential to remain engaged in the team, to know each other and to obtain profound professional experience to rely on.

- **Peer learning for new teachers**

New teachers are integrated in the team following a peer learning programme including mentoring and sharing materials to reduce the workload at the very beginning, with all the lessons to be prepared.

- **Arranging the timetable**

Regarding class sizes, when preparing time tables, teachers who have more students in the class have priority and they are given first choice in terms of how their timetable is arranged, and if possible, provision is made to allow them rest time in between lessons.

3.4.5 Conclusions

In the Romanian secondary education sector, formal occupational health and safety activities are only related to safety issues. There is not a specific formal policy on work-related stress or psychosocial risks prevention. But actually psychosocial risks and work-related stress prevention is integrated and part of the incipient national social dialogue and schools' general management. However it would be worth developing a broader approach to achieve an overall prevention policy, covering technology, organisation of work (choice of working methods or work equipment, design of work places, procedures to distribute tasks, timetables, etc.), social relationships and all the factors related to a healthy work-environment, including prevention of all occupational risks, particularly the ones related to psychosocial risks.

Regarding what this project considers as stressors, workload was emphasised by national social partners and school leaders, teachers and their representatives at school level as the most important problem for teachers in the pre-university education system together with low salaries. Excessive workload could divert toward harmful exposures to psychosocial risks i.e. quantitative demands, work pace, role conflict, work-private-life conflict and hiding emotions.

Since its sources were excessive red-tape, vast curriculum and student-teacher ratio, the proposals to reduce these could be applied to all schools in the EU that have similar problems regarding workload and its sources. These proposals are:

- Restructuring curricula with a view to diminishing the quantity of information and adapting it to students' ages;
- Reducing the reporting bureaucracy ;
- Recruiting more and highly qualified teachers;
- Working in participative teams and distributing leadership;
- Peer learning for new teachers;
- Arranging timetables with a view to allow rest times.

4. Summary and general conclusion

4.1 Online survey

A total of 55 respondents answered the short online survey, 19 on behalf of EFEE and 36 on behalf of ETUCE.

Action fields with the highest prevalence of initiatives in the last three years (around 70%) concern the tackling of violence among students and from students towards teachers, the organisation of health and safety institutions and the improvement of leadership. The most frequent action fields in the context of joint social partner initiatives (with rates of 20% to 27%) focus on the reduction of violence, professional development and the improvement of work-private-life balance.

All in all, the answers of EFEE members are more positive (more initiatives, more successful initiatives, more joint social partner initiatives) than those of ETUCE members. Also, the respondents mentioned significantly higher numbers of successful actions/initiatives initiated by their own group than by other groups.

Some of the most important success factors for initiatives in general are also the most challenging factors in the eyes of the respondents. Sufficient financial and time resources are clearly in first place in both rankings as well as for both groups. Another success factor is the cooperation between social partners.

With respect to joint social partnerships, respondents named “data collection in surveys or risk assessment on work-related stress” as well as “reduction of job insecurity” as being the most successful initiatives, however these were not necessarily the most frequently mentioned. At this point, the important role of data collection must be reflected upon: when carried out in a good manner, it can be at the same time a starting point for cooperation between social partners and a source for further joint initiatives. Quantitative surveys are widespread to gain a lot of information within a short amount of time and to give every member of the staff a chance to get involved. As regards the quality of data and potential joint initiatives, scientifically proven questionnaires are recommended.

Limitations of the online survey: 1. Not all member organisations have taken part. Results can therefore be biased by participation/non-participation of organisations. 2. Respondents can only answer “to the best of their knowledge”, as some of them stated. It is therefore possible that respondents are not aware of all the initiatives (and their results) that have been undertaken in their country.

4.2 Case studies

In the case studies of Belgium, Finland, Germany and Romania, eight schools were visited in the second half of 2015. In semi-structured individual and group interviews, 25 respondents in Belgium, 16 in Finland, 19 in Germany and 25 in Romania were asked about stress factors, psychosocial risk prevention and how to combat work-related stress. In addition to teachers and school leaders, respondents included representatives of teacher unions, education employers, education and labour ministries and education authorities.

In the Belgian case study schools: The main stress factors for teachers new to the profession are recruitment conditions, high workload and a gap between teacher training and teaching practice. The primary measure taken to reduce their high turnover was the introduction of mentorship programs. At the regional level, the Flemish community policy (2006-2012) and the French speaking community policy (2010- ongoing) can be seen as good practice. Training for mentors and supervision groups are common practices. Moreover, developing tools is the key focus within the French speaking community whereas allocating funding for hours to be devoted to mentorship used to be the focus of the Flemish government. At the school level, the most important issues regarding the mentorship programmes are the creation of a mentoring team with no evaluation purpose but to support new teachers; focussing on teaching skills around the basis of reflexivity and teambuilding; and proposing and exchanging experiences rather than imposing standards. Activities are centred on peer learning about how to deal with challenges, e.g. how to manage a class, students' evaluation or meetings with parents, as well as how to mentor observation and feedback on lessons, meetings and informal collective discussions.

In the Finnish case study schools: The main stress factors for teachers are the high quality expectations from parents and students, an increasing demand for communication from highly motivated students and parents, a pressure to continuously innovate teaching techniques and materials, and a rising teacher commitment. Good practices were identified at the national level. There is a complex set of institutional approaches on risk prevention:

- safe learning environment assistance
- labour inspectorate and state agencies facilitate assessment of schools (e.g. *Valmeri* inquiry)
- municipalities encourage schools to provide visibility and share progress on work organisation and innovations to improve working life (e.g. *Kunteko* programme for innovation and productivity, building trust and cooperation)
- social partners, autonomously and jointly, develop information and mass training programmes (e.g. Centre for Occupational Safety activities 'Well-being at work' card).

In the German case study schools: The stress factors are especially increasing due to demands imposed by projects stemming from school reforms (e.g. verbal certification, all-day schools, inclusive schooling, and diagnostic responsibilities to be met within the same timeframe without sufficient training and little non-teaching staff as support).

Good practices at the regional level in North Rhine Westphalia denote carrying out systematic psychosocial risk assessments in order to aid schools in professionally developing preventive measures. These include, for example:

- training activities to manage stress and its sources at organisational and behavioural levels (e.g. time-management seminar to organise the school's schedule as a whole as well as individual teacher's time)
- funding and training to become healthy schools, e.g. BuG programme (Education and Health at school).

At the local level, there was a change to be observed in the understanding of the teacher's role from an all-rounder to being a member of a team. Goals include:

- clear distribution of work (new order on who is responsible for what: teachers concentrate on teaching whereas other staff, like social workers, are appointed for other duties)

- teacher/teaching oriented leadership (coaching and support rather than control)
- participative working teams to share teaching materials and common rules on teaching, as well as team building and achieving a corporate identity
- advanced training for school leaders and teachers (support)

In the Romanian case study schools: A main stress factor is the excessive workload that results from a high amount of red-tape and a vast curriculum with (many) exams in classes where the number of pupils exceeds the official number of pupils per class.

At the national level, there are several examples of good practices like rebuilding the national curricula, reducing reporting bureaucracy and recruiting more teachers. At the school level, good practices include:

- participative working teams to share teaching materials
- peer learning for teachers new to the profession
- arranging the timetable to allow for rest time.

Limitations of the case studies: Due to the selection of only two cases of good practice per country, a bias between conclusions on stress factors and activities to reduce work-related stress can be introduced with respect to the country.

4.3 General conclusion

The aims of the research project were to **identify concrete ways to prevent psychosocial risks** and reduce work-related stress in education among teaching staff as part of joint social partner initiatives. These methods can then serve as a model for teachers, school leaders, union and employer representatives, and authorities in the education sector. Thus, the specific objectives of this project were to:

- Raise awareness regarding the issues of psychosocial risks and work-related stress prevention in ETUCE and EFEE member organisations
- Have an overview on initiatives taken by member organisations
- Document good practices on the prevention of psychosocial risks and to combat work-related stress in education.

From a methodological point of view, a **triangulation of techniques and agents** was achieved at all stages of the project. This encompassed expert knowledge of the advisory group/study delegation and research competence in conducting an online survey and case studies in four countries.

The case studies indicate that the stress factors for teachers are diverse and often unique in that they correspond to the countries' or schools' current/specific working conditions. Nevertheless, they are far from being arbitrary. The main fields of stressful conditions are identified as being:

- All kinds of demands, i.e. quantitative, cognitive, emotional demands as well as the demands to hide emotions/opinions and to balance work and private life. Demands seem to arise almost everywhere beyond what was experienced by teachers that already have teaching experience. Longer working hours, extended curricula, ambitious parents, inte-

gration of students with special needs, etc. Without adequate resources of control and social support, stress and burnout symptoms can easily appear.

- Weak social support, high role conflicts, low role clarity, and a low degree of esteem of the profession from society are factors that accompany the way increasing job demands are placed on the teachers. These factors correspond to a loss of certitudes that have defined a teacher's role for many years: e.g. to be a widely respected person, to be solely responsible for the content and quality of the lessons, to be responsible for teaching students.
- High job insecurity is a serious stress factor, as it contributes to a rather unstable perspective for the future.

The case studies show that many of the activities at local level as well as at regional/national levels focus on these action fields. Some are targeted at the individual whereas others are directed at the organisation of work and the working environment; some are job related and others workplace related. They are described in more detail in the case studies. In short, the measures and initiatives, either alone or combined, are:

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

The online-survey for member organisations of EFEE and ETUCE showed quantitatively that many different initiatives have been undertaken in the various countries during the last years. For most of the 23 nominated action fields, more than half of the respondents were aware of initiatives having taken place. On top of the ranking list: the development of professional opportunities, improvement of leadership and feedback, reduction of bad behaviour among students and organisation of health and safety in education institutions.

However, most initiatives were driven by one social partner, either ETUCE or EFEE, and only a few were joint initiatives. Asked to indicate the field of the most successful social partner initiatives over the last years, most of the votes are given to "data collection in surveys and risk assessment of psychosocial factors" as well as "activities to reduce job insecurity".

From an overall perspective, there is an interesting constellation concerning the collection of data on teachers' work-related stress. Actions in this field are ranked at the sixth position on the general list of actions rated as being "rather successful". At the same time, actions in this field are not above average and are ranked only second to last when it comes to the question of *how often* data collection is a matter of joint initiative. This is despite the fact that it is widespread knowledge that the collection of reliable data on psychosocial working conditions is a key factor to developing tailor-made and therefore successful measures to cope with current challenges.

As in the case studies of the four countries, a precise and truthful analysis of the general situation and also of the single school is nominated as an important requirement for all kinds of subsequent actions.

Furthermore, an important insight of the survey lies in its methodological limitation. It is important to keep in mind that respondents were indicating action fields and rating the initiatives that they could speak about. This positive selection means a limitation on the one hand, but on the other it is highlighting what is important to those that represent collective action. Thus, guidelines can be composed for teachers and school leaders as well as for union and employer representatives.

As the survey clearly shows, e.g. “the collection of data” is a successful field of action, but not often one of joint initiative. To collect data is more than a means to reduce work-related stress effectively: it should be in the interest of all stakeholders to make sure what the challenges are, to make sure that they want to act on the same challenges and at least to invest target-oriented resources.

From the case studies, we also know that some challenges are out of reach for the individual school or a single initiative. Job insecurity and high turnover rates may be discussed in a more sophisticated way using a solid dataset. It is one of the important insights of the research project that teacher union and education employer representatives do not differ much in defining major challenges, rather they have different approaches to solving them. It can be an impetus of the project to determine the things which could be jointly accomplished.

What is interesting at this point is that both sufficient time and financial resources were seen as being fundamental for any kind of action in this field. Vice versa, a deficiency of these resources was seen as an outstanding threat for success; no other challenging factor was considered as being anywhere near as important. The answers showed more variance with regard to other factors that could improve the success of initiatives. Furthermore, after material resources, good cooperation between social partners was nominated as being most important.



5. Annex

5.1 Online survey

5.1.1 Questionnaire

Online survey ETUCE/EFEE 2015

Survey-etuce15.eu

Social Partners Promoting Decent Workplaces in the Education Sector for a Healthier Working Life

Dear Sir, dear Madam

In support of the joint project by the European Trade Union Committee (ETUCE) and the European Federation of Education Employers (EFEE) our independent research institute, FFAS/FFAW: Freiburg Research Centre for Occupational and Social Medicine in Freiburg/Germany, and ISTAS: Union Institute of Work, Environment and Health, Barcelona/Spain are carrying out a study on joint initiative of trade union and education employer for promoting decent workplaces in the education sector.

The first step is a short online-survey for all ETUCE member organisations and EFEE members.

Your participation is crucial in order to draw a complete picture of the situation in Europe. It takes approximately 15 minutes to complete this survey.

Please reply by 21 April 2015.

We look forward to your contribution.

Matthias Nübling, Hans-Joachim Lincke (FFAS/FFAW), Salvador Moncada, Clara Llorens (ISTAS)

Contact for questions:

nuebling@ffas.de / nuebling@ffaw.de

A. Background data/contact details

A1a. Country: _____ (fill in - field or dropdown-menu)

A1b. Answering as ETUCE-member organisation or EFEE-member organisation?

ETUCE	EFEE
<input type="checkbox"/>	<input type="checkbox"/>

A1c. Name of organisation: _____ (please fill in)

A1d. Organisation is representing (please tick all that apply):

School leaders	<input type="checkbox"/>
Teaching staff	<input type="checkbox"/>
Non-teaching staff	<input type="checkbox"/>
Education employers at national level	<input type="checkbox"/>
Education employers at regional level	<input type="checkbox"/>
Education employers at local level	<input type="checkbox"/>

A1e. Your organisation is active at (please tick all that apply):

Primary school level	<input type="checkbox"/>
Secondary school level	<input type="checkbox"/>
Vocational education and training level	<input type="checkbox"/>
Higher education and research level	<input type="checkbox"/>

A2a. Name of person answering: _____ (optional)

A2b. Email-contact of person answering: _____@_____ (optional)

B. Situation in your country

B1. Recent initiatives

Regarding the last three years, are you aware of recent (past or on-going) initiatives regarding the reduction of work-related stress?

Please judge to which extent these activities and initiatives have been a success.

Action field	No stress reduction activities	Activity on employer's initiative: Rather successful	Activity on employer's initiative: Rather unsuccessful	Activity on union's initiative: Rather successful	Activity on union's initiative: Rather unsuccessful	Activity on joint social partner initiative: Rather successful	Activity on joint social partner initiative: Rather unsuccessful
1. Reduction of quantitative workload (time pressure, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reduction of emotional demands (dealing with sorrow, anger, stress, hiding of feelings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improvement of work-private-life balance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. More opportunities for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Initial training and/or continuous professional development including occupational health and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reduction of role conflict, improved role clarity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Higher quality of leadership and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Better social support from colleagues, more sense of community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Reduction of job insecurity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. An improved common educational vision in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Fewer lesson disturbances by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Tackling bullying/harassment/violence among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Reduction in noise and voice strain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Better equipment and teaching resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Improvement in relations between teachers and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Improvement in quality of school conferences/meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. More transparency in processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Tackling bullying/harassment among staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Initiatives against violence towards staff from students or others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Strengthening teachers' stress-resilience (i.e. coaching/counselling/supervision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Enforcing awareness on national/regional legislation, EU legislation: EU Strategic Framework on HandS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Collecting data on teachers' work-related stress (surveys, psychosocial risk assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Initiatives and training concerning the organisation of health and safety in education institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. Please identify the three major success factors for the implementation of initiatives for the reduction of work-related stress initiatives.

1. Allocating sufficient time	<input type="checkbox"/>
2. Sufficient financial resources	<input type="checkbox"/>
3. Shared responsibility between the Education Ministry and the Ministry of Labour	<input type="checkbox"/>
4. Shared responsibility between school leaders and education authority	<input type="checkbox"/>
5. Responsibility of occupational health and safety training lies with teacher education institution	<input type="checkbox"/>
6. Adequate regulations/ bureaucracy	<input type="checkbox"/>
7. Privatisation trends in education versus public education	<input type="checkbox"/>
8. Involvement of social partners	<input type="checkbox"/>
9. Cooperation between social partners	<input type="checkbox"/>
10. Support from education authorities	<input type="checkbox"/>
11. Support from employers in education	<input type="checkbox"/>
12. Support from teacher unions	<input type="checkbox"/>
13. Support from the school/education institution community	<input type="checkbox"/>
14. Existence of a common vision on occupational health and safety	<input type="checkbox"/>
15. Sufficient knowledge about occupational health and safety	<input type="checkbox"/>
16. Sufficient training and prevention measures	<input type="checkbox"/>
17. Sense of urgency (imminent risk, that requires action)	<input type="checkbox"/>
18. Clear added value to the working environment	<input type="checkbox"/>
19. Sustainable impact of the initiative	<input type="checkbox"/>
20. Other.....	<input type="checkbox"/>

B3. Please identify the three major challenges to ensure the success of initiatives for the reduction of work-related stress.

1. Allocating sufficient time	<input type="checkbox"/>
2. Allocating sufficient financial resources	<input type="checkbox"/>
3. Unclear repartition of responsibility between the Education Ministry and the Ministry of Labour	<input type="checkbox"/>
4. Unclear repartition of responsibility between school leaders and education authority	<input type="checkbox"/>
5. Responsibility of occupational health and safety training lies with teacher education institution	<input type="checkbox"/>
6. Lack of adequate regulations/ bureaucracy	<input type="checkbox"/>
7. Privatisation trends in education versus public education	<input type="checkbox"/>
8. Lack of involvement of social partners	<input type="checkbox"/>
9. Lack of cooperation between social partners	<input type="checkbox"/>
10. Lack of support from education authorities	<input type="checkbox"/>
11. Lack of support from employers in education	<input type="checkbox"/>
12. Lack of support from teacher unions	<input type="checkbox"/>
13. Lack of support from the school/education institution community	<input type="checkbox"/>
14. Lack of existence of a common vision on occupational health and safety	<input type="checkbox"/>
15. Insufficient knowledge on occupational health and safety	<input type="checkbox"/>
16. Insufficient training and prevention measures	<input type="checkbox"/>
17. Lack of a sense of urgency (imminent risk, that requires action)	<input type="checkbox"/>
18. Unclear added value to working environment	<input type="checkbox"/>
19. Sustainable impact of the initiative	<input type="checkbox"/>
20. Other.....	<input type="checkbox"/>

B4. Please describe the most successful initiative of joint social partnership (best practice):

- 1. (main) field of activity/initiative (Dropdown menu with list from question B1 see above)
- 2. Situation/Topics
- 3. Aims
- 4. Target group
- 5. Involved actors/supporters/initiators (Unions, employers, social partners).....
- 6. Implementation Steps
- 7. Impact
- 8. Success factors
- 9. Challenges/ Obstacles

B5. Further comments/comments on the survey

.....

.....

Thank you for your contribution!

5.1.2 Additional results

See three separate PDF-files:

- File “annex 5.1.2 (1) frequencies descriptives online survey etuce efee 080116.pdf”:
Frequencies and descriptive statistics for all questions in questionnaire.
- File “annex 5.1.2 (2) split efee etuce online survey etuce efee 080116.pdf”:
Comparison of mean values of EFEE and ETUCE respondents.

5.2 Case studies

5.2.1 Interview guideline

INTERVIEW OUTLINE FOR SCHOOLS

As you already know, the interviews are part of an EU project promoted by ETUCE, the European Trade Union Committee for Education representing teachers' unions in Europe and EFEE, the European Federation of Education Employers and financed by the European Commission.

Interviews' goal is to document good practices to prevent psychosocial risks and to combat work-related stress in schools. We would like to know more about your experience on psychosocial risk prevention in this school, which was selected as an example of good practice. During one hour and half, we will intend to learn as much as possible from your experience which is very valuable for us.

Here you have an example of questions we will pose you. We would like to thank you in advance for participating and your time.

Let's start by the beginning, how did everything start? How come you dealing with the prevention of psychosocial risks/combating work-related stress?

What was the problem/question/challenge? (situation: i.e. red-tape, students ratio, staffing levels, workload, overtime, relationship with students, with parents, low salary, schedule control, working methods, changes in working conditions, distribution of work, salary-tasks adequacy....)

What was the solution/answer/ action this school implemented? (activities: i.e. change of timetable, change of work assignments, change of procedures, change of working methods, change of staffing levels, change of salary structures, training...)

"Who" did "what" to achieve the change? (roles: i.e. management, teachers, workers' reps, unions, employers' organisations...)

What special difficulties/limitations had to be overcome?

Which were the most important factors to make it a success?

Is there any sort of monitoring of measure implementation? How? Who?

Has the measure undergone any modification?

What would you recommend others to care about along this process?

5.2.2 Respondents and timetables

Belgium

Case study delegation and film team

Name	First Name	Organisation
Foit	Ute	VBE
Lyons	Sarah	NUT
Vanoirbeck	Stephane	SEGEC
Kik	Sarah	EFEE
Flocken	Susan	ETUCE
Lenuck	Katharina	ETUCE
Llorens Serrano	Clara	ISTAS CCOO
Massink	Wouter	Massink Media
Otilia	Barbara	Massink Media

Agenda, key actors and informants

DAY	HOURL	ACTIVITY
26.10.2015	8:30	Meeting at Etuce Headquarter. Transfer to Segec Headquarter Woluwe
	9:00	Welcome by SEGEC General Director
	9:30	Organisation of Education in French Speaking Part of Belgium and short presentation of Segec, Responsible for SEGEC's Europe service
	10:30	Coffee break
	10:45	PRESENTATION AND DISCUSSION ON THE CASE STUDY <ul style="list-style-type: none"> Legal basis for OSH in education in Belgium Psychosocial risks and work-related stress prevention and effects on working conditions The Committees for Health and Safety in Schools – the role of unions and management <p>Meeting with Mr Stéphane VANOIRBECK, consultant in SEGEC legal service, CESI Head of Psychosocial Risk Unit department, and Christian Teacher Union (CSC)</p>
	12:00	Lunch
	12:30	Transfer to a secondary school
	14:00	STUDY VISIT [1] <ul style="list-style-type: none"> Institut Saint Joseph Ciney : project : how to keep young teachers in the profession by working on stress reduction <p>- school leader - teacher and mentor - teacher and mentor - new teacher - OHS professional</p>
	17:30	Transfer to Etuce Headquarter (if we stay in Brussels) or to Segec
	18:30	Conclusion of the Day 1

27.10.2015	8:00	<i>Transfer to Flemish school</i>
	8:30	STUDY VISIT [2] <ul style="list-style-type: none"> ▪ Vlaanderen : VTI (Vrij Technisch Instituut) Aalst ▪ Presentation of the mentorship project: What does the school do to prevent starting teachers' stress ▪ Interviews <ul style="list-style-type: none"> • Principal • Mentors • Member of the union (CPBW), employees' delegation • Prevention counsellor of the school • Three new teachers
	12:30	<i>Working lunch in a culinary school</i>
	13:30	Transfer to Catholic Education Flanders Headquarter
	14h30	Specific topics of Psychosocial risks and/or work-related stress in Education in Vlaanderen
	16h-17:30	Meeting with members of Catholic Education Flanders VSKO <ul style="list-style-type: none"> - Quality coordinator, Catholic Education Flanders - Senior policy officer, Personnel Service, Catholic Education Flanders - Senior policy officer, Management and organisation Service, Catholic Education Flanders - Director, Management and organisation Service, Catholic Education Flanders - Director, Personnel Service, Catholic Education Flanders - Policy officer, Directorate-general, Catholic Education Flanders Meeting with the Flemish Organisations active in Education GO! Internationalisation officer GO!
	17.30-18:45	Evaluation of the visit <ul style="list-style-type: none"> - Questions and Answers - Reporting - Other information

Finland

Respondents

Alexandra Cornea FSLE (ETUCE), Tari Aho (AIFEE), Susan Flocken (ETUCE), Patricio Perez (ETUCE), Bianka Stege (EFEE), Salvador Moncada, researcher (ISTAS), Wouter Massink, film-maker, Otilia Babara, Assistant film-maker

Meetings, interviews and respondents

Monday 28.9.2015		
9-10	Welcome to Finland, AIFEE, short presentation Description of the Education System in Finland - Information on the education workforce and working conditions in the country, specific on secondary schools - Information on labour relations	Director of The Association of Finnish Independent Education Employers AIFEE, Director, AIFEE
10-12.15	Promoting well-being and safety in Finnish schools Occupational Safety and Health Administration - The framework of OSH by the Finnish law (obligations, rights and responsibilities) - Addressing psychosocial risks prevention and combating work-related stress - A key objective is promoting and maintaining the employees' ability to work and preventing work-related health hazards and adverse effects. -How is prevention organised in the Education sector? Roles	Counsellor of Education, Ministry of Education and Culture Safety Inspector (The Regional State Administrative Agency, AVI is responsible for regional supervision and direction of occupational safety and health)
13.10-16.30	Case Study Kulosaaren yhteiskoulu, Kulosaari secondary school - OSH at the school with a specific focus on addressing psychosocial risks prevention and combating work-related stress	Teachers 13.10-14.30 School leader 14.30-16.30
Tuesday 29.9.15		
9-12	Towards Better work -Tools for improving well-being and productivity at work Co-operation between social partners in Finland - Stopping violence in schools and kindergartens (Developing forms for reporting and processing violent incidents , practical example in supporting well-being at work) Kunteko 2020, Programme for improving working life in Finnish local government	Specialist, The Centre for Occupational Safety Working life advisor Trade Union of Education in Finland OAJ Programme Manager, Local government employers KT
13-16.30	SYK Suomalainen yhteiskoulu, - OSH at the school with a specific focus on addressing psychosocial risks prevention and combating work-related stress	Vice School leader 13-15 teachers 15-16: English, IB Economics in Global Politics, Philosophy, Psychology and Religion

Germany

Respondents

The study delegation was formed by Ute Foit (VBE), Alexandra Cornea (FSLI), Susan Flocken (ETUCE), Katharina Lenuck (ETUCE) representing teachers' unions and Stéphane Vanoirbeck (SEGE) and Sarah Kik (EFEE) representing employers in education at national and European levels. The study delegation's school visits were recorded by Wouter Massink (Massink Media) and Otilia Babara (Massink Media). Researcher was Dr. Hans-Joachim Lincke (FFAW).

Meetings, interviews and respondents

Date	Time	Respondents
2. Nov.	9:00 - 9:30	Visit to Primary School Richterich, Grüenthaler Str. 2, 52072 Aachen, www.ggs-richterich.de
	9:30 - 11:00	Interview with the school leader and vice-school leader
	11:30 - 13:00	Interview with teachers
	15:00 - 17:00	Welcome words from VBE-chair of Städteregion Aachen and talk on the basis of the German background information with Federal Chairman VBE
	18:00 - 19:00	Session - Conclusion of the day
3. Nov.	9:00 - 9:30	Visit to Ganztageshauptschule Kogelshäuserstr. 45, 52222 Stolberg, www.kogelschule.de
	9:30 - 11:00	Interview with school leader and member of extended school leading-team
	11:00 - 11:30	Talk to school board director and head of the department for regional development, education, youth and culture, mayor of Aachen and Head of School Administration Stolberg
	11:30 - 13:00	Talk to secretary of state of the ministry for school and training NRW and presentation of the ministry's programme Bildung und Gesundheit (BuG)
	14:00 - 15:30	Interview with elected teachers
	17:00 - 18:00	Session - Conclusion of the day and the German Case Study

Romania

Study delegation

Susan Flocken, ETUCE

Sarah Kik, EFEE

Katharina Lenuck, ETUCE

Alexandra Cornea FSLE, Romania (ETUCE)

Sarah Lyons NUT, United Kingdom (ETUCE)

Tari Aho, Association of Finnish Independent Education Employers, Finland (EFEE)

Clara Llorens, ISTAS (researcher team)

Wouter Massink and Otilia Barbara, Massink Media (film team)

Agenda, key actors and informants

DAY	HOURL	ACTIVITY
20.05. 2015	9:00 – 9:30	Visit of FSLI Headquarter
	9:30 – 10:30	<p>PRESENTATION AND DISCUSSION ON THE CASE STUDY [1]</p> <ul style="list-style-type: none"> ▪ Short presentation of FSLI Romania ▪ Description of the secondary school system as this is the focus of case studies ▪ Information on the education workforce in Romania on the secondary schools ▪ Information on social dialogue main features; trade unions and employers' activities. ▪ Questions and Answers <p>Meeting at 2nd floor meeting room with:</p> <ul style="list-style-type: none"> - President of FSLI - Director of International Relationship, Education, Training and Programs Department - President of Alma Mater - Director of Strategies and Public Policies Unit, Ministry of Education and Scientific Research - Prime-vice-president of FSLI
	10:45 – 12:30	<p>PRESENTATION AND DISCUSSION ON THE CASE STUDY [2]</p> <ul style="list-style-type: none"> ▪ Legal basis for OSH in education in Romania ▪ Psychosocial risks and work-related stress prevention and effects on working conditions ▪ The Committees for Health and Safety in Schools – the role of unions and management <p>Meeting with:</p> <ul style="list-style-type: none"> - Director of National Training Centre of FSLI - Three trainers on HandS in schools - Vice-president of FSLI, Trainer on HandS in schools

	14:00 – 17:30	STUDY VISIT [1] Visit at School no. 114 “Princess Margareta” – <ul style="list-style-type: none"> - Visit of the school - Introduction on the topic - Questions and Answers - Conclusions Meeting with: <ul style="list-style-type: none"> - School School leader - Deputy School leader - Leader in the school (union representative) - Coordinator of HandS Committee in school - Member of HandS Committee in school - Coordinator of the Committee for Evaluation and Quality Assurance in school - Two teachers
21.05 2015	9:30 – 13:00	STUDY VISIT [2] Visit at Theoretical High School “Alexandru Ioan Cuza” – <ul style="list-style-type: none"> ▪ Visit of the school ▪ Introduction on the topic ▪ Questions and Answers ▪ Conclusions Meeting with: <ul style="list-style-type: none"> - School leader and Trainer-Counsellor of National Agency for Quality Assurance in Secondary Education, - teacher of chemistry, responsible of the Health and Safety Committee - teacher at class XI E - three teachers
	15:00 – 17:00	STUDY ON OCCUPATIONAL HEALTH AND SAFETY IN SCHOOLS AND KINDERGARTENS IN ROMANIA. <ul style="list-style-type: none"> - Working methodology - main problems Romanian schools are facing - the actions which school leaders are taking to ensure occupational health and safety in schools - the role of social dialogue in solving these problems and recommendations of the research team - Questions and Answers Meeting with: Vice Dean-Faculty of Communication and Public Relations, National School of Political and Administrative Studies (SNSPA)
	17:00 – 18:00	EVALUATION SESSION OF THE STUDY VISIT <ul style="list-style-type: none"> - Questions and Answers - Reporting - Other information Meeting with: <ul style="list-style-type: none"> - Director of National Training Centre and - Director of Department for International Relationship, Training and Projects - Vice-president of FSLI, Trainer on HandS in schools