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

## Project Report

### Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis

Draft Practical Recommendations on the Promotion of  
Healthy and Safe Working Conditions in  
Times of the Economic Crisis



*This project is supported by the European Commission,  
DG Employment, Social Affairs and Inclusion.*





Egalement disponible en français sous le titre :

*«Rapport de projet. Les syndicats d'enseignants solidaires pour des environnements de travail sains et sûrs en période de crise économique. Projets de recommandations pratiques sur la promotion d'environnements de travail sains et sûrs dans l'éducation en période de crise économique»*

Auch auf Deutsch verfügbar, unter dem Titel:

*«Projektbericht. Lehrgewerkschaften solidarisch für gesunde und sichere Arbeitsplätze in Zeiten der Wirtschaftskrise. Entwurf für praktische Empfehlungen zur Förderung von gesunden und sicheren Arbeitsbedingungen im Bildungssektor in Zeiten der Wirtschaftskrise»*

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*«Informe de proyecto. Los sindicatos de docentes aúnen fuerzas para conseguir entornos de trabajo sanos y seguros en periodo de crisis económica. Proyecto de recomendaciones prácticas sobre la promoción de entornos de trabajo sanos y seguros en la educación en periodo de crisis económica»*

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## Preamble

The project *Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis* was developed as a response to the impact of the budget cuts in education implemented in the course of the economic crisis. Since 2008, budget cuts in education have been a common phenomenon in most countries of the European Union. As resources are withdrawn, teachers and employees in education are likely to be exposed to more causes of work-related stress, high emotional demands, role conflicts and increasing insecurity.

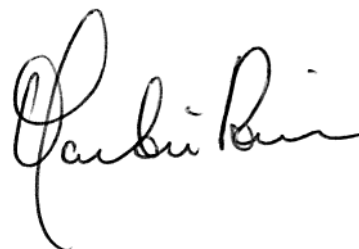
This project focused on the implications of the economic crisis on occupational health and safety in the education sector. It collected and considered the evidence that occupational health and safety may have suffered, and it provided examples of union strategies and good practices. It offers the conclusion that, whilst there are certainly threats to the health and safety of teaching and non-teaching staff, there are also some opportunities in the current situation for teacher unions to act in solidarity and improve occupational health and safety practices throughout Europe. The report ends with a series of practical recommendations which ETUCE member organisations developed throughout the project.

With these recommendations ETUCE offers its member organisations and other stakeholders involved in education a work base on which to develop and foster occupational health and safety for workers in education. I invite member organisations to use these recommendations and disseminate them amongst their affiliates.

ETUCE will join forces with ETUC to work towards the establishment of a new EU policy framework on health and safety to continue the processes developed under the former EU health and safety strategy which ended in 2012. The issue of health and safety will be taken up in the EI/ETUCE campaign *Unite for Quality Education – Better Education for a better world*.

Brussels, 4 November 2013

Martin Rømer, ETUCE European Director





Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis



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## 1 Project Overview

With regard to the ETUCE – EI European Region Conference, which had clearly identified the need for further work on the impact of the crisis on teachers' working conditions, and the European Commission consultation for a new EU OSH Policy Framework, the ETUCE Secretariat developed the initiative *Teacher Trade Unions in Solidarity for Healthy and Safe Workplaces in the Economic Crisis*.

In this project, ETUCE has examined the impact of the crisis on the health and safety of education personnel and of the changes implied by it on education staff's working conditions. The outcome, practical recommendations for teacher unions in Europe and the affiliated teachers and education employees, on how to promote healthy and safe working conditions in times of crisis, will be evaluated and discussed at the final project conference in Madrid on 10-11 October 2013.

### 1.1 Project Objective

This one year EU funded project had the main objective to strengthen solidarity between teacher unions in Europe in support of maintaining and promoting healthy and safe working conditions, in particular as regards the prevention of psychosocial hazards and reconciliation of work and family life in times of rising pressure due to the economic crisis. The aim was to promote the well-being and safety of teachers and other education employees as prerequisites for quality education.

Above all, the project sought to identify whether the crisis and the changes implied by it on education staff's working conditions have an impact on the health and safety of education personnel. For this reason, the project aimed for developing a set of concrete and practical recommendations for teacher unions in Europe and the affiliated teachers and education employees, on how to promote healthy and safe working conditions in times of crisis.

### 1.2 Methodology

The project followed an **empirical approach** and collected data in an online survey and interviews. The online survey measured member organisations' views on the effects of the economic crisis on teachers' working conditions using a quantitative method. The survey was developed in close cooperation with the project expert Salvador Moncada from ISTAS, the Spanish Union Institute of Work, Environment, and Health. The survey consisted of 31 multiple choice questions. ETUCE selected ISTAS through a call for tender in December 2012. The survey analysis was conducted using descriptive statistical methods.

A qualitative approach was followed when conducting interviews with teacher union representatives from ETUCE member organisations. The member organisations selected the person to be interviewed. Telephone interviews were conducted in the language of the interviewed person by ISTAS staff (France, Italy, Poland, Portugal, Spain and the UK) . Staff from the Freiburg Research Centre Occupational and Social Medicine conducted the

interviews in Greece and Sweden. Interview contents were developed after the first analysis of the answers to the questionnaire and focused on Unions' action. The average duration of interviews was 45 minutes. All interviews were recorded and a qualitative content analysis was carried out.

### 1.3 Advisory Group

The project was led by an Advisory Group which steered the project implementation by planning and organising all the project activities in cooperation with the staff of the ETUCE secretariat. Representatives from six national teacher unions, all ETUCE member organisations, worked together in the project Advisory Group.

The Advisory Group members came from Spain (Patricio Pérez, FECCOO), Italy (Rossella Benedetti, UIL Scuola), France (Hélène Hémet, UNSA), Poland (Monika Konczyk, Solidarnosc), Sweden (Anders Eklund, Lärarförbundet) and the United Kingdom (Darren Northcott, NASUWT).

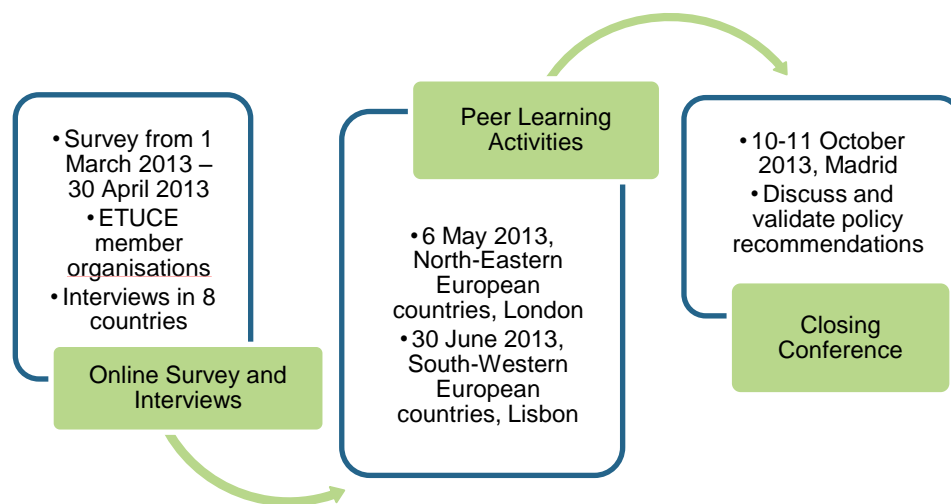


**The Advisory Group** (Anders Eklund, Lärarförbundet, Sweden; Rossella Benedetti, UIL Scuola, Italy; Patricio Pérez, FECCOO, Spain; Hélène Hémet, UNSA Education International, France; Darren Northcott, NASUWT, UK; Monika Konczyk, Solidarnosc, Poland)

The Advisory Group members supported the project with their expertise and knowledge on the promotion of teachers' well-being and the impact of the economic crisis on the education sector. Together with Salvador Moncada, the project expert (ISTAS, Spain), they developed a short online survey, supported the organisation of the interviews, and drafted and finalised the practical recommendations.

## 2 Project Activities

Five main activities were carried out in this project. First, an online survey conducted among ETUCE member organisations. Second, interviews with trade union representatives helped to gain insights about how the crisis affected teachers' working conditions in Europe. Third, two regional peer learning activities gave representatives from teacher unions the opportunity to discuss the findings and to draft policy recommendations with the aim to promote healthy and safe working conditions in times of rising work pressure due to the economic crisis. Finally, these draft recommendations were discussed and validated at the project's closing conference.



ETUCE launched an online survey to find out whether teachers' well-being is more or differently affected during the economic crisis, in particular in regards to the psychosocial impact of the crisis on teachers' health, and the reconciliation of work and family life in times of rising pressure.

### 2.1 Online Survey and Interviews

The online survey was designed to describe how budget cuts in education have been implemented across EU countries since 2008. It was also aimed at detecting the worsening of working conditions and the increased exposure to psychosocial hazards that affected teachers and other education employees as a result of these budget cuts. The survey sought to describe the actions taken by unions from 2008 to date to oppose such policies.

The ETUCE Secretariat invited all its member organisations to participate in the survey, stretching from 4 March to 30 April 2013. In total, 55 ETUCE member organisations in 33 countries participated, which equals a participation of 41%.





**Green:** Countries in which member organisations participated in the online survey;

**Blue:** Countries in which member organisations participated in the online survey and in the interviews

The survey consisted of 31 multiple choice questions covering four main areas: budget cuts in education; the extent to which teachers' and other education employees' working conditions have been deteriorating since 2008 to date as a result of these budget cuts; changes in exposure to psychosocial hazards at the workplace since 2008; and trade union actions taken from 2008 to date in an effort to curb these budget cuts.

The interviews were conducted with trade union representatives in eight countries (Spain, Italy, Portugal, Greece, France, Poland, the UK, and Sweden) to gather national teacher union strategies and actions. In total, 22 persons from 22 ETUCE member organisations were interviewed. An exact participation list for the

online survey and the interviews can be found in the annex of the research report.<sup>1</sup>

## 2.2 Peer Learning Activities



Peer Learning Activity with Trade Union Representatives from North-Eastern Countries

The objective of the two Peer Learning Activities was to examine different national approaches regarding the prevention of psychosocial hazards and reconciliation of work and family life in times of the economic crisis. The two peer learning activities were organised for representatives from ETUCE member organisations. The events gathered around 30 representatives, respectively. The discussion focused on developing concrete policy recommendations based on the results of the online survey and the interviews.

For the first Peer Learning Activity, teacher union representatives from north-eastern European countries met in London on 13 May 2013. Two experts gave input on the impact of psychosocial hazards on education workers' health, and on the trade union impact on health, safety and well-being at work.

<sup>1</sup> The Research Report is available on the project website:  
[http://teachersosh.homestead.com/Health\\_and\\_Safety\\_in\\_Crisis/Health-and-Safety-in-Crisis.html](http://teachersosh.homestead.com/Health_and_Safety_in_Crisis/Health-and-Safety-in-Crisis.html).



Peer Learning Activity with Teacher Union Representatives from South-Western Countries

The second Peer Learning Activity took place in Lisbon on 3 June 2013. The event gathered 30 representatives from teacher trade unions from south-western European countries, as well as two experts, who spoke about the impact of psychosocial hazards on education workers' health and about psychosocial risk management in the education sector.

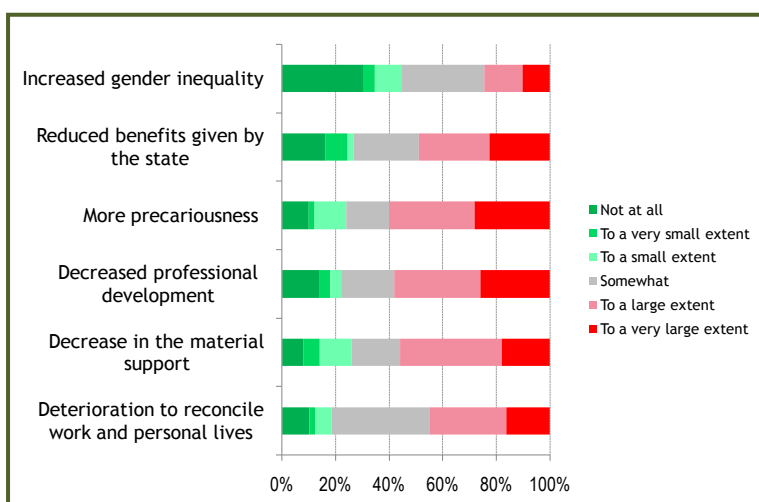
### 2.3 Final conference

The closing conference was held in Madrid on 10-11 October 2013. It gathered more than 50 representatives from European teacher trade unions and had two main aims: first, to present and discuss the results from the project activities; and second, to discuss and amend the policy recommendations. In two working group sessions, participants considered the policy recommendations and their implementation in the light of different national contexts. Three keynote speakers contributed to the discussion with their expertise. In the presentation on *Occupational Health and Safety at the Workplace School*, Sarah Copey from the European Agency for Safety and



Plenary Session at the Final Conference, 10-11 October 2013

Health at Work argued that health and safety in schools should not be seen as an extra, but as an integral part of the working environment and of education. Joan Benach (Pompeu



Effects of cuts on working conditions since 2008

Fabra University, Spain) explained the correlation between public health and social justice in his presentation with the title *Crisis, Social Inequalities and Health and Safety at Workplaces*. Mrs Leka (University of Nottingham, UK) introduced recent practical approaches to overcome the gap between policy and practice in the field of health and safety.

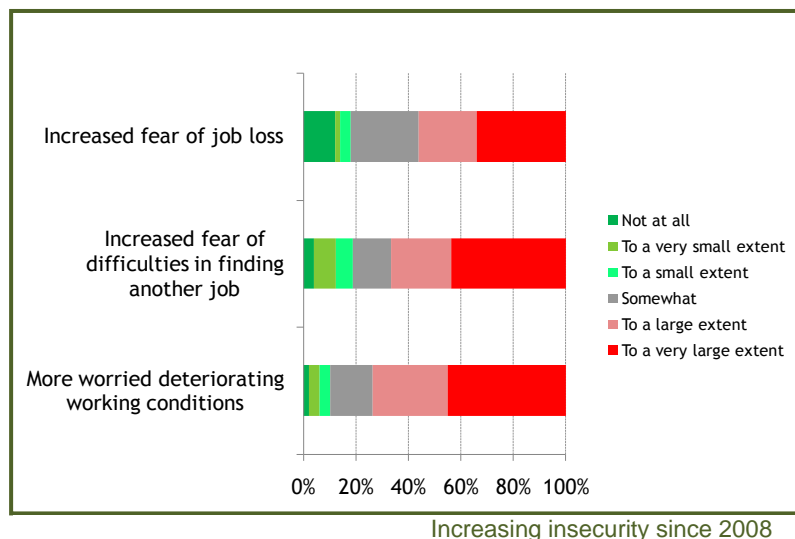
### 3 Results

#### 3.1 Results from the Online Survey

The survey results show that budget cuts in education are a common phenomenon in most European countries. More than three out of four interviewees reported large budget cuts. Cutbacks have been present in different ways in all countries with two exceptions (Sweden and Austria). Reductions in education budgets have been implemented through diverse mechanisms, the most frequent being the freezing of salaries, the lack of replacement of retired workers, closure and merger of schools, lowering capital expenditures, no renewal of temporary workers and less support to deal with pupils' special needs.

Decreased professional development and more precariousness among teachers and non-teaching staff were the two more common effects on working conditions of budget cuts that also affected workers' rights in terms of social protection, with clear consequences as the enlargement of retirement age and restrictions to early retirement.

Regarding psychosocial hazards at the workplace, the most visible effect is the increase in the three different components of job insecurity since 2008. This includes the fear of losing the job, the fear of facing difficulties to find another job in case of being dismissed, and concerns about deteriorating working conditions. The rise of work demands related to increased tasks with less time and less resources, and growing emotional demands were the second more notable consequences. The deterioration of social support, vertical trust and fairness at the workplace were also described as a third relevant consequence.



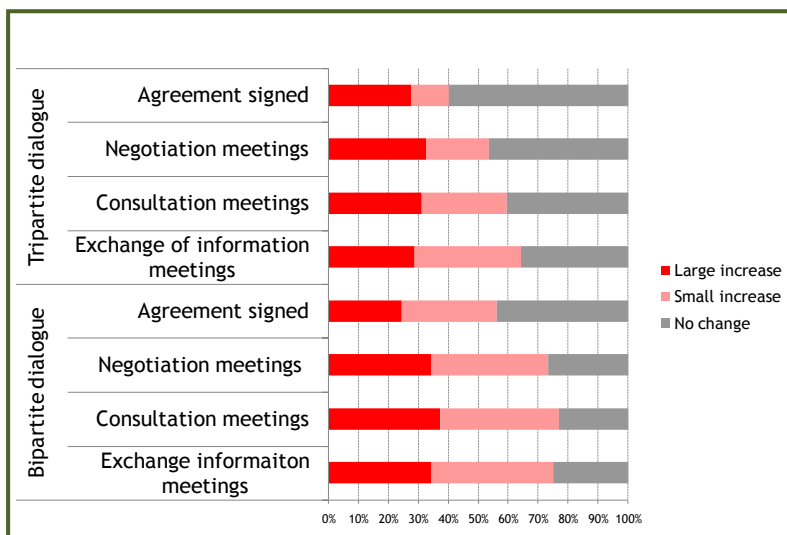
Teacher unions have been involved in a clear increase of actions since 2008 to oppose education cutback policies. Actions taken by unions can be grouped into:

- mobilisation actions and alliances with other workers and sectors affected by public budget cuts
- pushing for bi-partite and tri-partite dialogue and bargaining
- advice, guidance and training for workers and workers' representatives
- legal actions against cutbacks.

Mobilisations included some highly visible actions such as demonstrations, media campaigns and strikes. This was the kind of action that experienced the highest increase. The Social Dialogue did not seem to have changed notably.

Although Union actions did not manage to reverse cutbacks, they have limited the negative impact in some cases: limited workforce reductions or teaching hours' increases provided certain stability for interim workers, and achieved certain limitations to cutbacks affecting pay structure and pensions.

Most unions expect that governments will continue their cutback policies, so that working conditions will continue to worsen in the coming years. Accordingly, escalation of mobilisations is expected in all analysed countries, except for Sweden and France where certain improvements may be expected. Some unions regard the preservation of occupational health and safety policies as a way to curb the worsening of working conditions.



bi/tripartite Dialogue

The coordination between teacher unions in Europe continues to be an important matter, especially for southern EU countries where the worsening of working conditions is directly related with EU demands to reduce their national deficit.

### 3.2 Results from the Interviews

The interviews showed that union action against budget cutbacks is viewed by all teacher union representatives in the wider context of defending quality education as a public higher good and an essential right of citizenship. Budget cuts affect both working conditions of teaching and non-teaching staff as well as the quality of the education that pupils and students receive. Interviews revealed further that the privatisation of education is a common trend observed in countries governed by conservative parties.

Except for Sweden, all union representatives confirmed that budget cuts affected the education sector in their countries. The interviews show that prominent union action against budget cuts mainly focused on **mobilisations**. Teacher unions responded to budget cuts with building up pressure in terms of demonstrations and strike action (including the call for strikes and their preparation). Two teacher unions (UIL-Scuola from Italy and UNSA-

Education from France) also mentioned negotiations with the government as action against further budget cuts in education.

Interviewees highlighted that **teacher union actions did not manage to reverse cutbacks; however they have limited the impact in terms of worsening of working conditions**. Union actions achieved to limit some measures, for example workforce reductions and increase of teaching hours. They also managed to secure certain stability for interim workers, to balance the workload, and to put limitations to cutbacks that affected pay structure and pensions. In the case of Greece, actions did not manage to limit the impact of budget cuts on working conditions. In Spain, there were only very partial results, and in Portugal, a significant part of achievements was reversed in April 2013. Interviewed representatives from Portugal, the UK, Spain and France regarded occupational health and safety policies as a way to curb the worsening of working conditions.

With the exception of Polish unions, the interviewees considered the **media coverage on union action positive**. Most unions in Italy and in the UK regard media coverage as part of the social alliance. In Spain and Portugal, there are significant differences between pro-government media and other media platforms, which reflect trade union action in a positive way. In Greece, there are differences between local media, which are easy to access, and national media, which are generally opponent to trade union action).

Although all interviewed representatives reported that teachers are generally considered a privileged group, they concluded that **union action had strong social support**. Union representatives generally emphasised the support of families. Spanish and Portuguese representatives highlighted the cooperative actions with social organisations and movements.

Some interviewees mentioned the **need for coordination** between EU trade unions, especially in southern EU countries where the worsening of working conditions is directly related with EU demands to reduce their national deficit.

#### **4 Results from the Peer Learning Activities and the Final Conference: Draft Practical Recommendations** (will be presented to the ETUCE Bureau and the ETUCE Committee in 2014 for adoption)

As the title indicates, the following draft of the practical recommendations on the promotion of healthy and safe working conditions in education in times of the economic crisis is based on the project results. Using the results from the project survey as a starting point for discussion, the recommendations were developed during the peer learning activities and discussed and amended at the final conference. **The hereafter enlisted recommendations are a draft which will be presented to the ETUCE Bureau and the ETUCE Committee in 2014 for adoption**. The ETUCE secretariat will circulate the final document after its adoption.

# **Draft Practical Recommendations on the Promotion of Healthy and Safe Working Conditions in Education in Times of the Economic Crisis**

## **1. Introduction**

These practical recommendations have been set up within the frame of the project *Teacher trade unions in solidarity for healthy and safe work places in the economic crisis*. They build on the project activities (teacher union interviews, online survey and two Regional Peer Learning Activities) to which the ETUCE member organisations actively contributed. The recommendations address in the first line teacher unions in Europe and their affiliated teachers and education employees on how to promote healthy and safe working conditions in times of crisis.

The ETUCE Secretariat had developed this initiative in view of the ETUCE – EI European Region Conference, which clearly identified the need for further work on the impact of the crisis on teachers' working conditions. The project and recommendations also stand in the light of the European Commission consultation for a new *EU OSH Policy Framework* for 2013 – 2020 and wish to contribute the specific education sector's point of view to the establishment of the new strategy. In addition, they support the global EI initiative *Unite for Quality Education – Better Education for a better world* in 2013/2014.

In continuation of the work achieved by ETUCE in the area of teachers' health and safety, these recommendations support the further implementation of the ETUCE Action Plans and policy papers on the prevention of teachers' work-related stress, violence and harassment, as well as the European Social Partners' Framework Agreements in this field, the Directive 89/391/EEC on the introduction of measures to encourage improvements in the safety and health of workers at work and other relevant national, EU or international ruling<sup>2</sup>. These pieces of legislation state clearly that it is the workers' right to stay healthy at work and to retire healthy. Health and safety issues are not only the individual's responsibility but are most importantly part of the organisation of work.

The main objective has been to strengthen solidarity between teacher unions in Europe in support of maintaining and promoting healthy and safe working conditions, in particular as

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<sup>2</sup> This includes amongst others:

[Directive 2000/43/EC of 29 June 2000](#) implementing the principle of equal treatment between persons irrespective of racial or ethnic origin.

[Directive 2000/78/EC of 27 November 2000](#) establishing a general framework for equal treatment in employment and occupation

[Directive 2002/73/EC of 23 September 2002 amending Council Directive 76/207/EEC](#) on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions.

[Improving quality and productivity at work: Community strategy 2007-2012 on health and safety at work' \(COM\(2007\) 62 final\)](#)

[Occupational Safety and Health Convention, 1981 \(No. 155\)](#)

[Occupational Health Services Convention, 1985 \(No. 161\)](#)

[Global strategy on occupational safety and health: Conclusions adopted by the International Labour Conference at its 91st Session, 2003](#)

[Promotional Framework for Occupational Safety and Health Convention, 2006 \(No. 187\)](#)

regards the prevention of psychosocial hazards and reconciliation of work and family life in times of rising pressure due to the economic crisis. The project focused on ways to increase the well-being and safety of teachers and other education employees as prerequisites for quality education. Above all, it examined the impact that the crisis and the changes implied by it have on education staffs' working conditions and on the health and safety of education personnel. For this purpose, two regional peer learning activities took place on 13 May 2013 in London and on 3 June 2013 in Lisbon, where the outcome of the teacher union interviews in eight target countries<sup>3</sup> and of the online survey amongst ETUCE member organisations were presented.<sup>4</sup>

ETUCE believes a school<sup>5</sup> should be a safe, healthy and propitious place for teaching and learning. Schools are the workplace of teachers, but first and foremost they are educational institutions for young students. The purpose therefore is to support the creation of an atmosphere where children can learn and teachers and other staff in education can perform their job in a positive, healthy and safe setting. The document reflects the work of ETUCE and its member organisations on healthy and safe workplaces in education in times of austerity on which to develop further actions at European, national, regional and local level.

With a view to bringing about a sustainable change that has a lasting impact on the school environment, actions determining and strengthening the fundamental values in school (e.g. mutual respect, democratic citizenship) should start at an early age and involve all stakeholders in education, social partners, school leaders, teachers, students and parents alike. For this, continuous public investment in education is needed at all levels to ensure high quality education, including reconciliation of work and family life, as prerequisite for healthy and safe schools.

## 2. Aim

These practical recommendations wish to provide teacher unions in Europe and their affiliated teachers and education employees with concrete guidelines on how to promote healthy and safe working conditions, which proves to be especially a challenge in times of crisis. They aim to assist the teacher unions and their affiliated teachers in developing concrete strategies and actions to increase the awareness on the importance of the provision of healthy and safe working conditions in schools among the relevant stakeholders. Essentially, these recommendations seek to help teacher unions to enhance and maintain decent and quality working conditions in the education sector also in times of austerity, for the ultimate goal of high quality education.

This document therefore does not provide a blueprint for every country. Instead these recommendations should be understood as a supporting tool to be assessed and adjusted to the national conditions concerning healthy and safe working conditions, including the

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<sup>3</sup> France, Greece, Italy, Poland, Portugal, Spain, Sweden, and the UK.

<sup>4</sup> Reports on these activities are available at:

[http://teachersosh.homestead.com/Health\\_and\\_Safety\\_in\\_Crisis/Health-and-Safety-in-Crisis.html](http://teachersosh.homestead.com/Health_and_Safety_in_Crisis/Health-and-Safety-in-Crisis.html).

<sup>5</sup> This includes all education levels and covers both teaching and non-teaching staff working in the education sector ((pre)-primary, secondary, vocational education, Higher Education).

reconciliation of work and family life, specifically taking into account the circumstances of each individual working place.

### 3. Recommendations

Following the ETUCE Action Plans on healthy and safe working conditions the recommendations address three main levels (European, national teacher union and education institutional level) for specific actions.

#### At European level it is important to

- ✓ Strengthen solidarity between teacher unions in Europe in order to create a common vision for quality workplaces for quality education and build a common health and safety strategy;
- ✓ Support the exchange of national good practices from the implementation of the Framework Agreements in the education sector and disseminate these amongst ETUCE member organisations via the ETUCE OSH website and the EI/ETUCE crisis campaign websites; have a systematic internal trade union debate on health and safety issues;
- ✓ Support ETUCE member organisations in their efforts to improve national policies and national legislations on occupational health and safety and particularly on stress at work;
- ✓ Support ETUCE member organisations in developing national trade union strategies on how to ensure a good working environment and well-being at school for teachers and pupils.
- ✓ Promote further social dialogue at EU level with education employer representatives (EFEE) to enhance further commitment for healthy and safe workplaces in education;
- ✓ By means of including all relevant stakeholders in education and from other sectors, continue supporting the implementation of the European Social Partners' Framework Agreements on the prevention of work-related stress and violence and harassment at national and teacher union level;
- ✓ Report to ETUC on how the national implementation of the Framework Agreements is carried out, according to the information sent by ETUCE member organisations;
- ✓ Press the European Commission to highlight in its communications, papers etc., the positive link between the improvement of healthy and safe working conditions in workplaces and worker representatives (union effect);
- ✓ Underline the importance of monitoring the implementation of EU legislation on health and safety at national/regional and local level and to involve social partners and trade unions in the process;
- ✓ Monitor and influence the EU decision-making processes, particularly the new European OSH Policy Framework (2013-2020) which is to replace the European Commission's Strategy on Health and Safety at Work) and related policies and legislative measures, so as to give greater prominence to psychosocial hazards in the European agenda;
- ✓ Continue lobbying the EU Commission's DG Education and Culture and the Education Council to mainstream education staff's health and safety into the EU2020 Strategy



and the “Education and Training 2020” Process and promoting healthy and safe workplaces in education in the economic crisis;

- ✓ Establish contacts with international organisations and stakeholders, such as social security or social insurance agencies, the ILO, etc.;
- ✓ Lobby for ending the budget cuts in education and encourage investment in education;

### **At national teacher trade union level it is important to**

- ✓ Develop a common teacher union vision including a concrete strategy to advocate for healthy and safe workplaces in times of austerity;
- ✓ Promote the concept of quality education based on a healthy and safe workplace ‘school’ and continue informing and raising awareness about the issue among relevant stakeholders and broader society including parents but also media - and lobby regional, municipal and national governments, education authorities, local authorities and other employers in education on the need for action to work on healthy and safe workplaces;
- ✓ In view of the visible decrease in trust between employees and employers and amongst colleagues in general, foster solidarity amongst colleagues against the growing trend of individualisation in society and in workplaces;
- ✓ Initiate dialogue with other actors in society to raise awareness on the link between the healthy and safe working environment ‘school’ and quality education/learning conditions and build coalitions with other trade union sectors to counter the trend of individualisation;
- ✓ Inform the broader public about the demands faced by teachers and convince the public of the good work teachers are doing in society;
- ✓ Negotiate specific and joint guidelines with employers in education at national level on how to implement the European Social Partners’ Framework Agreements and EU legislation;
- ✓ Work on the adoption of specific collective agreements in countries where the national collective bargaining model allows, or work on the inclusion of the issue of healthy and safe workplaces and reconciliation of work and family life in general collective agreements when the latter ones are renewed;
- ✓ Mainstream the principle of a healthy and safe working environment ‘school’ as a pre-requisite for quality education which is a human right and a public good into cross-sectoral social dialogue and/or collective agreements in view of the national transposition process of the EU 2020 strategy;
- ✓ Lobby governments and education authorities to encourage investment in education;
- ✓ Draw wider attention to the idea of the Framework Directive 89/391/EC and concentrate on its proper implementation and in particular the national legislation transposing this Directive;
- ✓ Underline the importance of trade union representatives at the workplace and request systematic occupational health and safety (OSH) training for pupils, education staff (including school leadership), health & safety committees and union representatives in light of requirements associated with Directive 89/391/EEC;

- ✓ Inform the broader public about existing EU and national legislation and changes by e.g. organising information events and using different media resources to raise awareness on the evidence collected in ETUCE's work referring to existing national health and safety standards and where appropriate develop common quality health and safety standards;
- ✓ Use scientific data on health and safety for lobbying and collective bargaining to provide positive examples of how health and safety preventative measures can be an economic way of maintaining and improving working conditions in education in times of economic crisis;
- ✓ Provide practical guidance on efficient measures and tools - for school management and school staff - on how to tackle and prevent efficiently the deterioration of working conditions in education, by giving priority to examples of preventative measures, e.g. risk assessment process, clear task description and where appropriate providing translation of relevant material;
- ✓ Disseminate this guidance to their regional, local and, if possible, school trade union structures;

### **At education institutional<sup>6</sup> level it is important to**

- ✓ Provide legal and technical advice to education staff and school leadership on the implementation of risk assessment in schools;
- ✓ Concentrate efforts on incentive measures to promote the implementation of risk assessment in institutions that include psychosocial hazards, reconciliation of work and family life; Emphasize the importance of involving school management in the process of creating/maintaining healthy and safe workplaces for teachers, always in consultation with the workforce and worker representatives; encourage institutions to make a commitment to health and safety;
- ✓ Promote the balance model - balance between demands and resources for teachers in schools - amongst school leadership and staff;
- ✓ Promote the use of work-oriented preventive and rehabilitative measures as an investment when dealing with psychosocial hazards and/ or to combine work- and worker-oriented measures in institutions;
- ✓ Promote the use of external expertise, e.g. trainings, mediations, surveys, psychologists, when needed;
- ✓ Ensure that education staff are involved in workplace risk assessment
- ✓ Highlight good practices and make sure that information on health and safety issues is disseminated appropriately to education staff;
- ✓ Include parents and students in order to make health and safety a matter for the whole institution and promote a culture of health and safety in the school community;
- ✓ Have a health and safety representative in each institution and train workers' representatives on health and safety issues;
- ✓ Include health and safety issues in initial teacher training and in in-house trainings.

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<sup>6</sup> This includes all education levels and covers both teaching and non-teaching staff working in the education sector.

## 5 Acronyms

ETUCE	European Trade Union Committee for Education
EI	Education International
EU OSH Policy Framework	Occupational health and safety policy framework of the European Union
FE.CC.OO.	Federation of Education Workers of <i>Comisiones Obreras</i> , Workers' Commissions (Spain)
FFAS	Freiburg Research Centre Occupational and Social Medicine (Germany)
ILO	International Labour Organisation
ISTAS	Union Institute of Work, Environment and Health (Spain)
Läraryrbundet	Swedish Teachers' Union (Sweden)
NASUWT	National Association of Schoolmasters Union of Women Teachers (UK)
SKOiW NSZZ Solidarność	National Education Section of Solidarność (Poland)
UIL Scuola	Labour Union for Education (Italy)
UNSA Education	Federation of Education Professions (France)

## 6 Publications and Reports

### Conference and Peer Learning Activity Reports

- [1<sup>st</sup> Peer Learning Activity \(London\)](#)
- [2<sup>nd</sup> Peer Learning Activity \(Lisbon\)](#)
- [Closing Conference of the ETUCE project \(Madrid\)](#)

### Findings and Policy Recommendation

- [Research Report \(Results from Online Survey and Interviews\)](#)

All reports and publications are available on the project website:

[www.edu-osh.eu](http://www.edu-osh.eu)



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