

## REPORT

### Joint ETUCE-EFEE Training Seminar

#### *Preventing and Managing Psychosocial Risks in Education*

**APRES COVID project, 18 March 2025, Brussels (Belgium)**

### Background and training objectives

This training seminar is part of the ETUCE-EFEE social dialogue project APRES COVID. The project implements the ESSDE Committee Work Programme 2024-2026 on “Occupational Health and Safety” in which education social partners committed to reinforcing social dialogue activities on addressing psychosocial risk in education. The project improves the effectiveness of Social Dialogue in Education and social partners’ capacity to address the unprecedented impact of the COVID-19 crisis on health and safety issues, and particularly to counter psychosocial risks in education to actively support an equitable and sustainable education-led recovery.

This training seminar was meant to raise awareness and equip participants with concrete and up-to-date preventive measures to effectively address psychosocial risks in education. The results of the activity will also be instrumental to review the [Joint Practical Guidelines on How to Promote Joint Social Partner Initiatives to Prevent and Combat Psychosocial Hazards in Education](#) (2016).

The specific objectives of the training were:

- To raise awareness and equip participants with concrete and up-to-date preventive measures to effectively address psychosocial risks in education.
- To increase social partners’ capacity and expertise in addressing psychosocial risks in education.
- To inform and equip with revised and updated preventative measures on how to effectively address psychosocial risks in the education.
- To examine the online survey outcomes and the best practices collected during the case studies.
- To address question of which measures education employees and employers can develop together to prevent psychosocial hazards at school level following the COVID-19 crisis.

The training was hosted by the secondary school, GO! COOVI, based in Anderlecht (Brussels).

## Prevention of psychosocial risks

### Introduction to psychosocial risks: key concepts

**Aleksandra Morozovaitė, Project Researcher, Visionary Analytics**, introduced main notions and definitions regarding the prevention of psychosocial risks in the framework of occupational safety and health (OSH). The OSH approach focusses on the prevention of work-related injuries and illnesses, promoting health, safety, and wellbeing in the workplace. In this context, addressing psychosocial risks (PSRs) and their impacts on both mental and physical wellbeing are among the most significant challenges in OSH.

**"Psychosocial risks** are defined as aspects of the design and management of work, and its social and organisational contexts, that have the potential to cause psychological or physical harm." (EU-OSHA, 2022)

**Psychosocial risks** arise from three key areas:

1. **Work design and management** – This includes factors like workload, deadlines, autonomy, role clarity, and work-life balance. Poorly structured jobs can create excessive pressure and uncertainty, leading to stress.
2. **Work environment (organizational context)** – The overall atmosphere and culture of an organization, including policies, leadership styles, and support systems, play a crucial role in employee well-being. A toxic or unsupportive work environment can increase stress level.
3. **Workplace interactions (social context)** – The way employees interact with colleagues and supervisors significantly impacts their mental state. Issues like workplace conflict, harassment, or lack of social support can make the work environment more stressful.

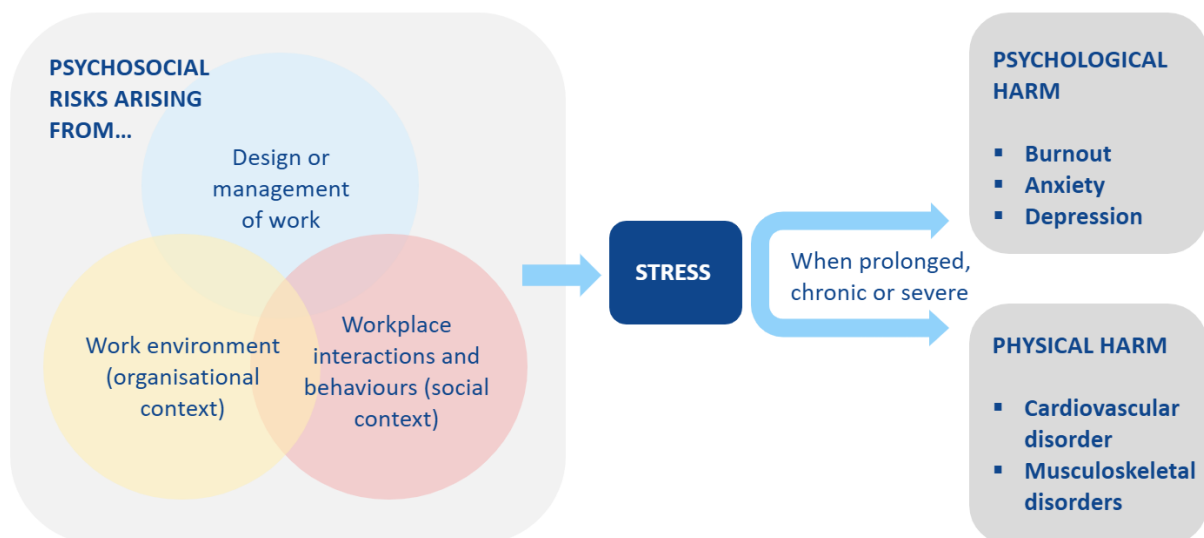


Figure 1. Psychosocial risks and their outcomes. Source: Presentation by Aleksandra Morozovaitė, project's external researcher based on SafeWork SA.

These factors, either individually or in combination, contribute to workplace **stress**. Stress itself is a normal response to challenging situations, but when it becomes prolonged, chronic, or severe, can lead to two broad types of harm:

- **Psychological harm**, which includes burnout (feeling exhausted and disengaged), anxiety, and depression. These conditions can severely affect an employee's motivation, productivity, and overall quality of life.
- **Physical harm**, which includes cardiovascular disorders (such as high blood pressure and heart disease) and musculoskeletal disorders (such as chronic back or joint pain). Stress affects the body just as much as the mind, leading to long-term health complications.

## Occupational stressors

Various **occupational stressors** that can negatively impact employees' mental and physical well-being. It emphasizes that workplace stress arises from multiple factors, including **job design, organisational environment, and social interactions**.

The stressors are grouped into three main areas:

1. **Work-related stressors** – High workload, lack of autonomy, unclear roles, and insufficient support create pressure and uncertainty.
2. **Organizational stressors** – Poor leadership, job insecurity, unfair treatment, and a negative physical environment contribute to a sense of instability and dissatisfaction.
3. **Social stressors** – Bullying, harassment, poor communication, and workplace aggression damage relationships and create a toxic work culture.

## Mental health consequences of psychosocial risks

Prolonged exposure to occupational stressors and psychosocial risks can lead to serious mental health consequences, affecting both emotional well-being and physical health. Among the outcomes are:

**Burnout:** State of emotional, physical, and mental exhaustion characterised by cynicism, loss of motivation and detachment. Both external and internal factors can contribute to burnout. External factors include high workloads, poor leadership, lack of autonomy, and inadequate support. Among the internal factors are perfectionism, ambition, and excessive need for recognition.

**Anxiety:** Feelings of worry, fear, or unease that can be mild or severe. When persistent or overwhelming, it can significantly interfere with daily life. Physical symptoms include rapid heartbeat, restlessness, difficulty concentrating, sweating or stomachache.

**Depression:** Feelings of sadness, hopelessness, guilt, loss of interest in activities, changes in sleep and appetite, and emotional or physical symptoms that interfere with daily life. It can negatively impact on a person's thoughts, emotions, and behaviours. Severe depression can be life-threatening.

## Exploring different national approaches to prevent psychosocial risks in education

Within the EU, OSH policies and legislation require employers and employees to take a proactive, preventive approach to identifying, assessing, and controlling workplace hazards to ensure safe and healthy working conditions for all. In particular, **the Framework Directive 89/391/EEC** sets out the general principles for ensuring workers' safety and health, focusing on prevention and employer obligations.

Working in groups, participants discussed the existing national prevention frameworks and their effectiveness.

Note: The following content aims to capture insights from the discussion shared among participants. It solely reflects the view of education social partners taking part in the training seminar, and it does not provide a complete overview of existing frameworks on psychosocial risks.

## Integration of Psychosocial Risk Prevention into Occupational Safety and Health (OSH) Frameworks

Reflections shared by participants underlined a significant **variation among European countries in incorporating psychosocial risk (PSR) prevention** into their occupational health and safety strategies for educators. Some countries represented in the training seminar have strong legal frameworks that require schools to assess workplace risks, including psychosocial hazards, whenever significant changes occur. However, participants reported that **enforcement often remains inconsistent**, with risk assessments sometimes treated as a **bureaucratic formality rather than a meaningful process**. Similarly, in other countries risk assessment procedures exist, but they often become mere "box-ticking" exercises, with little engagement from trade unions in the higher education sector.

Other concerns pointed to the fact that risk assessments are **primarily focused on physical risks, leaving PSR largely unaddressed**. Despite national legislation mandating worker protection from both physical and mental harm, implementation gaps remain, particularly in evaluating workplace stressors and structural issues affecting teachers' well-being. A recurring challenge across several countries is the **unclear division of responsibility for PSR management**, with education ministries hesitant to intervene, leaving the burden on school management and local authorities.

## Risk Assessment and Prevention Strategies

While some countries have established structured risk assessment procedures, their effectiveness depends on implementation. Some countries conduct regular well-being polls, which allow authorities to track high-risk schools and encourage institutions to develop their own well-being policies. However, coordination across different initiatives remains weak, leading to fragmented policies and initiative overload for schools and teachers. Despite legal frameworks in the EU mandating risk assessments, the responsibility often falls on employers themselves, raising concerns about objectivity and thoroughness.

## Workload, Teacher Shortages, and Systemic Pressures

A common issue across nearly all countries is the increasing workload for teachers, exacerbated by staff shortages and growing expectations to address inclusion and diversity challenges. In **Belgium**, the shortage of teachers has led to greater workloads for those remaining, alongside rising expectations to familiarise themselves with inclusion initiatives. However, without sufficient institutional support, many teachers struggle to balance these responsibilities with their core teaching duties.

Similar challenges exist in **Ireland**, where the teacher-student ratio in higher education is particularly higher than the European average. The education system also suffers from initiative overload, with overlapping reforms and poor coordination between departments leading to excessive demands on teachers.

In **Italy**, staff shortages are compounded by issues such as third-party violence against teachers and aging school infrastructure, creating an additional layer of stress for educators. **Portugal** has seen increasing discussions around inclusion, but these efforts often overlook teachers' well-being, failing to account for the pressures they face in implementing new policies without adequate support.

## Support Systems and Psychosocial Risk Mitigation Efforts

Some countries have established structured support mechanisms to help educators manage work-related stress. **Belgium's** Centre for Student Guidance offers permanent chat services and crisis lines, with pupil assistants assigned to each school. However, while awareness of PSR is high, coordination across different initiatives remains weak, leading to inefficiencies.

**Malta** provides psychological support for teachers, but access is hindered by slow bureaucratic procedures. Nevertheless, Malta benefits from a smaller administrative structure, allowing the Ministry of Education to maintain close contact with HR administrators and tailor interventions to individual schools. Another strength is its mentorship system, which supports new teachers as they transition into the profession, easing their workload and improving retention rates.

**Montenegro** has made efforts to align with European standards, implementing teacher accreditation and licensing requirements while promoting ICT skill development. However, resource shortages limit the effectiveness of existing PSR support services, particularly in addressing workplace violence and stress.

## Challenges in Policy Coordination and Implementation

Across various countries, a recurring problem is **the fragmentation of policies and lack of coordination** between different stakeholders. Overlapping initiatives place excessive demands on schools and teachers, making it difficult to comply with legislative requirements while managing daily responsibilities. The lack of synchronisation between government departments means that multiple reforms are often introduced simultaneously, leaving educators overwhelmed.

In **the Netherlands**, while national health laws address PSR, responsibility is dispersed across multiple actors. Social partners negotiate sector-specific standards, but without clear leadership, implementation varies widely. Similarly, **Slovenia** has introduced several national programs addressing occupational safety and mental health, yet ensuring alignment across initiatives remains a challenge.

## Common Gaps and Recommendations

Across all countries, several key gaps persist:

- **Excessive workloads** often hinder teachers' well-being.
- **Persistent teacher shortages**, increasing workloads and job-related stress.
- **Lack of protection for education workers**, requiring clearer reporting mechanisms and stronger communication between occupational health and safety representatives and staff.
- **Insufficient investment in training support**, leaving teachers struggling to adapt to technological demands without proper support.
- **Limited financial and material support**, making it difficult to implement meaningful PSR prevention strategies.
- **Weak mental health support programs**, with many countries lacking dedicated resources for teachers' psychological well-being.
- **Fragmented policies**, with poor coordination between national and local authorities leading to inefficiencies.

## Belgian case study on preventing psychosocial risks in schools

**Ann Goeman, Coordinator psychosocial well-being, GO! prevention service, and Luc van de Cruys, Staff Member, ACOD, social partner representatives of Belgium (Flanders)** presented the psychosocial risk system.

In Belgium, every work environment, including educational institutions, requires employers, managers and staff to pay attention to well-being, safety and health. The focus here is first and foremost on risk prevention, then on avoiding risks and until eliminating them or reducing their impact. Training and raising awareness are not only mandatory but also indispensable in this respect. In the Belgian law, the Act of 4 August 1996 on the well-being of workers in the performance of their work and its implementing decrees (Codex Well-being at Work) defines 7 areas impacting employees' work quality:

- employee safety
- employee health
- hygiene at work
- ergonomics
- the psychosocial impact of work
- embellishment of the workplace
- environmental measures related to well-being at work

Over time, the Belgian legal framework has evolved with the view of ensuring a better workers' protection from psychosocial risks. The main steps of this evolution were:

**2002:** Regulations primarily focused on preventing **violence, harassment, and sexual harassment** in the workplace. Over time, awareness of broader workplace risks grew, leading to:

**2007:** inclusion of **psychosocial stress** as a key concern, recognizing that workplace conditions could contribute to mental strain.

**2014:** Legislation evolved further to address **psychosocial risks as a whole**, explicitly incorporating issues like **burnout, stress, and workplace conflicts** alongside violence and harassment. This shift marked a more comprehensive approach to employee well-being.

**2017:** Introduction of the **Codex on well-being at work** reinforced the legal framework, setting general principles for workplace well-being and emphasizing the importance of **preventing psychosocial risks**.

**2023:** Legal protections were further strengthened through amendments to **anti-discrimination and welfare laws**. A significant new requirement was also introduced: organizations with **50 or more employees must appoint a Confidential Advisor**, ensuring that workers have a designated person to turn to for support in cases of workplace stress, harassment, or discrimination.

These changes reflect an evolution from addressing individual incidents of harassment to adopting a **holistic approach** that considers the full spectrum of **workplace stressors and mental health challenges**, ensuring that employers take active responsibility for fostering a safer, healthier work environment.

## Actors involved in the well-being policy

The implementation and support of well-being policies within the GO! educational system involve multiple key actors, ensuring a comprehensive approach to workplace safety and employee support. At the core of well-being policy application is the **employer**, represented by the **managing director and board of directors** of the school group, who are responsible for overseeing and enforcing well-being measures. They are supported by **members of the hierarchical line**, including management, who play a crucial role in translating policies into practice. Additionally, **staff members and equivalents**, as well as **third parties such as pupils, parents, and suppliers**, are also involved, contributing to the overall culture of well-being in the school environment.

Beyond direct application, several actors support the well-being policy at different levels. The **Joint Prevention Service at the central level** and the **Internal Prevention Adviser at the school group level** provide essential guidance and oversight, ensuring that safety and prevention measures are effectively implemented. Additionally, **external services for prevention and protection at work** play a vital role in addressing psychosocial risks, occupational medicine, and ergonomics, helping to create a healthier and safer work environment. A particularly significant role in managing **psychosocial risks (PSR)** is assigned to the **person of trust**, who provides employees with a confidential point of contact for well-being concerns. Through this structured approach, GO! ensures that well-being policies are not only established but actively maintained and supported at multiple levels, fostering a safe and supportive working environment for all.

Furthermore, **social consultation mechanisms** are in place to ensure that well-being policies are effectively discussed and adapted to the needs of employees. This involves the **Base Committee at the school level**, the **Intermediate Committee at the school group level**, and the **Central Level Intermediate Committee, also known as the Committee for Prevention and Protection at Work**. These bodies facilitate dialogue between stakeholders and contribute to the continuous improvement of well-being initiatives.



Lastly, the **monitoring and enforcement** of well-being policies are crucial for maintaining accountability. This responsibility falls under the **Supervision of Well-being at Work**, which oversees compliance and ensures that regulations are properly followed. Additionally, in cases where disputes or violations arise, the **competent court** serves as the final authority to uphold well-being laws and protect the rights of employees. Through this structured and multi-layered approach, GO! ensures that well-being policies are not only established but actively monitored, discussed, and enforced to create a safe and supportive work environment for all.

## Spotlight on key prevention actions

In Belgium, the well-being of education sector employees is monitored through a legally mandated well-being survey, conducted every four years. This survey is typically carried out by external prevention services, ensuring compliance with the law on prevention and well-being.

Despite its intent to safeguard occupational health, the survey is met with a degree of skepticism among staff members, particularly regarding **lack of anonymity**. Concerns persist that responses could be traced back to individuals, particularly in smaller teams where demographic details such as gender could make respondents identifiable. To address this, unions advocate for surveys to be conducted exclusively by external and independent services to guarantee confidentiality and encourage participation.

Participation in the survey is voluntary, which can lead to inconsistencies in the data. When response rates are low—sometimes as little as 30%—the reliability of the findings is compromised, limiting their effectiveness in shaping policy.

The survey results are typically presented in staff meetings, but there is variation in how they are communicated and used. Some school principals are hesitant to disclose results, partly due to their inclusion in performance evaluations and partly because findings may not always align with institutional expectations. Consequently, in many schools, the discussion of results is limited to a formal presentation rather than an in-depth analysis or action planning.

Belgium has established **Prevention and Protection at Work Committees** at the school or school-group level, where consultations between unions and employers take place. However, the integration of survey findings into these discussions is inconsistent.

To bridge this gap, ACOD Onderwijs, a key Flemish education union, has aimed to ensure that well-being survey results are actively discussed in all schools and transformed into actionable plans. Additionally, this union initiated a **burnout prevention project** to train representatives in implementing preventative measures at the school level. While the COVID-19 pandemic delayed its progress, efforts are underway to relaunch the initiative.

## Initiative *GO! Brussels Dares to Care*

**Anja De Neve, Director of the Welfare Service, Scholengroepbrussel**, presented the initiative "Brussels Dares to Care", a comprehensive programme aimed at addressing well-being, mental health, and social challenges within schools. This initiative works in collaboration with school leadership and staff to implement policies and interventions focused on improving the overall school environment.



A key aspect of the programme is its approach to **burnout and stress prevention**. Schools increasingly report that both teachers and students experience significant mental health struggles, ranging from general stress to severe emotional and psychological difficulties. To tackle these issues, the programme provides **workshops on stress management, burnout prevention, and non-violent resistance**. These workshops help equip educators with strategies to support both themselves and their students in managing stress and building resilience.

Another core component is the **promotion of emotional resilience among students**. Young people face a growing number of mental health challenges, and the programme integrates targeted initiatives such as **SM ARTS, identity development exercises, and early detection training for first-line psychologists** to support their well-being. Additionally, staff members receive professional development in handling issues related to **self-injury, suicide prevention, emotion regulation, and effective conversation techniques**.

Beyond individual well-being, the programme also tackles broader social concerns, such as **poverty and radicalisation prevention**. Schools participating in "Brussels Dares to Care" implement measures like **networking initiatives, solidarity funds, poverty-sensitive school policies, and access to essential school materials and meals** to support students from economically disadvantaged backgrounds. Furthermore, the initiative includes training sessions on **critical thinking, de-radicalisation, mediation, and class interventions** to promote social cohesion.

One of the main challenges of implementing these initiatives is the **shortage of available teaching staff**, making it difficult for educators to participate in professional development sessions. To increase awareness and engagement, the programme has launched a **communications campaign using posters, podcasts, and social media outreach** to highlight its importance and encourage broader participation.

## Exploring the use of OiRA tools to assess psychosocial risks

**Lucienne Calleja and Anthony Casaru, Members of the OiRA's Steering Committee** introduced the session.

OiRA, standing for "Online interactive Risk Assessment tool", is a web-based tool designed to facilitate sector-specific risk assessments in a simple, standardised, and accessible manner. Developed and maintained by social partners in cooperation with the **European Agency for Safety and Health at Work (EU-OSHA)**, OiRA enables workplaces to conduct risk assessments, ensuring compliance with occupational safety regulations.

One of its key advantages is that it is **free to use**. Moreover, **OiRA guarantees confidentiality**, allowing users to assess workplace risks without concerns about data security. The platform provides both **European-level and national risk assessment tools**, ensuring that organizations can access resources tailored to their specific regulatory frameworks and industry standards. Covering a wide range of sectors, OiRA supports employers in identifying and mitigating workplace hazards, ultimately fostering a safer and healthier work environment. Those interested in exploring the available sectoral tools can access them via the official platform at [OiRA Tools](#).

Divided into different groups, participants explored the use of OiRA tools to preventing psychosocial risks among educators. For the purpose of this session, the OiRA for higher education and research was used as being the most recent tool for the education sector. Specifically, participants explored the OiRA Chapter 4 on ["Occupational well-being and psychosocial risks"](#).

A key challenge identified was the **language barrier**, which can hinder the tool's effectiveness across diverse contexts, highlighting the need for **localized versions**.

Participants also stressed the importance of using the tool collaboratively, noting that while teachers have autonomy, collective cooperation is essential for effective implementation. A broader approach, encompassing workload and working conditions, was recommended to address systemic factors contributing to PSR.

The OiRA report is designed to align with national standards and can be modified to overcome limitations of the platform, such as its closed nature. However, the tool was also acknowledged to be time-consuming, which could pose a challenge for widespread adoption without additional support or streamlined processes.

Overall, while the OiRA tool offers valuable support in managing psychosocial risks, these points highlight areas for improvement to enhance its accessibility, efficiency, and overall impact in education.

## Management of psychosocial risks in education

While the prevention of psychosocial risks (PSR) is paramount to ensuring the well-being of education staff, it is equally important to establish effective management measures when prevention falls short. These measures are essential for mitigating the negative outcomes of PSR and supporting educators in managing the challenges they face.

The discussions highlighted that a significant concern across various education systems is the **availability and accessibility of feedback mechanisms and support structures**. When PSR cannot be prevented, feedback mechanisms need to be in place to quickly identify and address issues. These mechanisms not only provide a means for early intervention but also foster a culture of continuous support.

In many educational contexts, while certain measures are in place to support educators facing psychosocial challenges, **gaps in service provision** are apparent. In particular, there is a consistent **shortage of mental health professionals** within schools, which limits the effectiveness of the support systems. For example, even though school psychologists are essential to managing PSR, they are often not present at the school level or are stretched thin by a high caseload. This leaves a significant void in direct support for teachers and staff, especially when considering the emotional and psychological demands of the profession.

Furthermore, there is a recognition that **PSR often manifests in different ways and at varying intensities** across different contexts, making it clear that a one-size-fits-all approach doesn't work. As such, it is vital that each educational system adapts its response to the specific needs of its workforce, with flexibility in the support offered. The role of unions and employers in jointly addressing these risks through dialogue and collective action is crucial. Where such collaboration exists, it has been noted to lead to more effective solutions and quicker responses to emerging issues.

**Professional support** for educators is a key element in managing PSR. It is not just about identifying the risks but about understanding the root causes and offering tailored interventions. The employer bears the responsibility of ensuring that appropriate support frameworks are in place, yet the complexity and variability of PSR means that support structures must be adaptable and multifaceted.

Equally important is the recognition that effective management of PSR goes beyond simply addressing the symptoms. Early-stage action, such as fostering a culture of well-being and ensuring that educators feel comfortable seeking help, is vital. Having clear procedures in place for accessing support, as well as creating safe environments for dialogue, can reduce the stigma often associated with mental health concerns. In this sense, training for both educators and leadership teams becomes fundamental, as it equips them to recognize and respond to PSR in a proactive and supportive manner.

The **role of school leaders** is another critical aspect that requires further attention. School leaders often have limited means to support their staff in the face of PSR. The need for broader support structures that go beyond the senior leadership team has been emphasized as a necessary step in creating a more comprehensive approach to PSR management.

Furthermore, **international collaboration and sharing of best practices** are essential. Initiatives like international barometers of health in education provide valuable insights into how different systems are addressing PSR and can serve as a guide for refining approaches and policies. The lessons learned from other countries' experiences can help shape more effective strategies and encourage collective action among social partners.

Ultimately, nurturing a culture of well-being within schools involves more than just providing access to support; it requires creating an environment where PSR is recognized as a collective concern and where all members of the school community work together to address it. This means moving beyond a reactive approach to one that proactively supports teachers and staff, not only in times of crisis but as an integral part of the overall school culture.

## Takeaways and suggestions for upcoming actions

A key aspect of this is ensuring budget provision by securing specific financial allocations for mental health and safety measures within schools. Without a dedicated budget, other well-intended initiatives may fall short due to financial constraints.

From a legal perspective, new policies should be introduced to support educators facing health challenges, ensuring that those with certain medical conditions receive full salary benefits. Furthermore, a legal framework should be developed to identify, address, and prevent the root causes of PSR, with policies specifically designed to protect teachers from excessive stress and burnout. Well-being policies must also be fully integrated into a sustainable HR strategy, considering both inflow (recruitment, onboarding) and outflow (retention, transition, career development) processes to create a long-term impact.

Support mechanisms must be strengthened by fostering a culture of open communication and collaboration within schools. Listening to educators and providing emotional and mental health support is crucial, with an emphasis on allowing them to express concerns without the need for immediate solutions. Accepting feedback by visiting schools and engaging in professional conversations with educators will enhance understanding of their challenges. Outreach programs

should actively involve all stakeholders, ensuring a shared commitment to improving working conditions. A positive work culture should be encouraged, with a focus on celebrating achievements, building trust, and maintaining open lines of communication between all parties.

Employers, particularly school administrators and policymakers, have a vital role in nourishing healthy dialogue with educators. They should proactively seek opportunities for discussion and professional growth, ensuring that the school environment remains a space for both learning and well-being.

At the staff level, multidisciplinary teams should be established in each region to provide direct support to schools whenever psychosocial risks (PSR) arise. These teams can help address challenges from a holistic perspective, offering expertise in mental health, conflict resolution, and workplace well-being.

The role of education social partners in implementing these changes is critical. They can bring mental health concerns into negotiation spaces, particularly through collective agreements and discussions with government entities, ensuring that preventing PSR remains a priority in policymaking.

Additionally, trade unions can support education staff, following up on specific concerns raised by teachers and ensuring that appropriate actions are taken. By maintaining direct contact with schools, union representatives can empower members, provide guidance, and stay informed about evolving challenges. Campaigns should also be launched to advocate for the establishment of specialised services in schools or districts, incorporating experts such as psychologists, social workers, and counselors. Regular school visits and discussions with teachers will further strengthen these initiatives, helping to identify workplace stressors and advocate for policy improvements aimed at psychosocial risk prevention.

Social dialogue mechanisms must be enhanced at all levels to facilitate structured discussions between teachers, school administrations, and policymakers. Schools should stimulate structured dialogue on PSR-related issues, ensuring that concerns are not only heard but acted upon. A clear division of responsibilities among the Ministry of Education, school administrations, and trade unions is essential to ensure that all parties are aligned in their efforts. This will lead to a more cohesive, sustainable approach to improving educators' well-being and working conditions.

Finally, other means of action can further reinforce these efforts. Schools should develop workplace-specific OiRA tools, allowing for tailored risk assessment and mitigation strategies. Additionally, national-level reports should be compiled using teacher questionnaires to gain insight into working conditions and identify areas for improvement. A structured action plan should then be developed, ensuring that the findings lead to concrete policy changes. Given the gravity of the issue, deep attention from policymakers is required, utilising all available tools to conduct thorough problem analysis and implement effective coping strategies. Schools must also introduce mandatory health and safety awareness training to ensure that all educators are well-equipped to manage workplace challenges.

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