

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



Practical Guidelines for Anti-Cyber Harassment Measures in Education



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Preamble

Teachers' health and safety have always been a main concern and priority for ETUCE. Throughout several projects ETUCE has worked to ensure stable and secure working environments for teachers and schools staff. In a former ETUCE project on Violence in Schools an Action Plan on Preventing and Tackling Violence in Schools was developed as we found it important to have tangible measures on how to confront this matter.

Still, new risks on teachers' health and safety, such as cyber-harassment, are emerging with significant speed and are a growing problem in Europe. Therefore ETUCE instigated a follow-up project on violence in schools with a focus on cyber-harassment. Cyber-harassment can be understood as the use of information and communication technologies for repeatedly deliberate and hostile behaviour by an individual or a group with the intention to harm others. Cyber-harassment is furthermore to be considered a psychosocial hazard in the working environment of teachers, as it can deeply affect the personality, dignity and integrity of the victim.

ETUCE wishes to be at the forefront of this issue to support member organisations dealing with the problem at national level and offer help to establish union strategies and anti-cyber harassment measures. On this ground, we found it essential to include cyber-harassment in the ETUCE Action Plan on Preventing and Tackling Violence in School, as successful prevention measures arise from action instead of reaction. Moreover, ETUCE wish to provide its member organisations with practical and concrete guidelines on how to implement the amendments to the ETUCE Action Plan at national level, as well as good practices on anti-cyber harassment measures at trade union level.

All forms of violence and harassment against teachers remain a concern for ETUCE. The updated Action Plan will serve as an instrument and a basis for further work to ensure teachers' health and safety at their workplace. In addition, it is the hope of ETUCE that teachers' occupational health and safety will be a main topic discussed in the new established European Sectoral Social Dialogue Committee for Education, to reinforce the work that is already being carried out at European and at national level.

Brussels,
Martin Rømer
27 September 2010

A handwritten signature in black ink, appearing to read 'Carsten Bin', is positioned above the title of the General Secretary.

ETUCE General Secretary



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1. Scope and purpose

Cyber-harassment against teachers and schools staff is an increasing problem around Europe. Therefore, ETUCE wishes to support its member organisations in preventing and tackling this form of violence as it can have long-lasting and very damaging effects on teachers' work and private life.

In 2008, ETUCE carried out a project concerning violence in schools in general, "Trade unions concerned for education – violence in schools"¹. The present brochure reports on the main activities and results of the follow-up project carried out in 2009 to 2010: "Teacher Trade Unions concerned about violence at school II – Cyber-harassment". With this project ETUCE wished to increase teacher unions' understanding of cyber-harassment against teachers and to provide them with inspiration for practical approaches on how to work pro-actively with the issue on relevant levels.

The **main objectives** of the project were to promote the implementation of the European Framework Agreement on Harassment and Violence at Work in the education sector, and to support the implementation of the ETUCE Action Plan on Preventing and Tackling Violence in Schools.

In particular, the project aimed at raising awareness on cyber-harassment at European, national and school level. Also, it focused on identifying and exchanging good practices on anti-cyber-harassment measures, in schools and from the perspective of teacher trade unions. In addition, the project sought to support the ETUCE member unions in establishing strategies tackling cyber-harassment in schools.

1.1 Definition of cyber-harassment

To ensure a successful outcome of the project, a standard definition of cyber-harassment valid for the education sector is essential. Based on contributions from ETUCE member unions this definition was created and reads as follows:

Cyber-harassment can be understood as the use of information and communication technologies such as email, chat room, discussion group, blogs, websites, social networking sites, virtual learning environments, instant messaging, mobile phones or short message services for repeatedly deliberate and hostile behaviour by an individual or a group with the intention to harm others. It ranges from continuous e-mail-sending to someone who has said they do not want any further contact with the sender to threats, sexual remarks, pejorative labels, ganging up on victims by making them the subject of ridicule in forums, posting false statements, and passing on pictures, sound recordings or films via mobile phones. Cyber-harassment is also known as cyber-bullying or cyber-stalking.

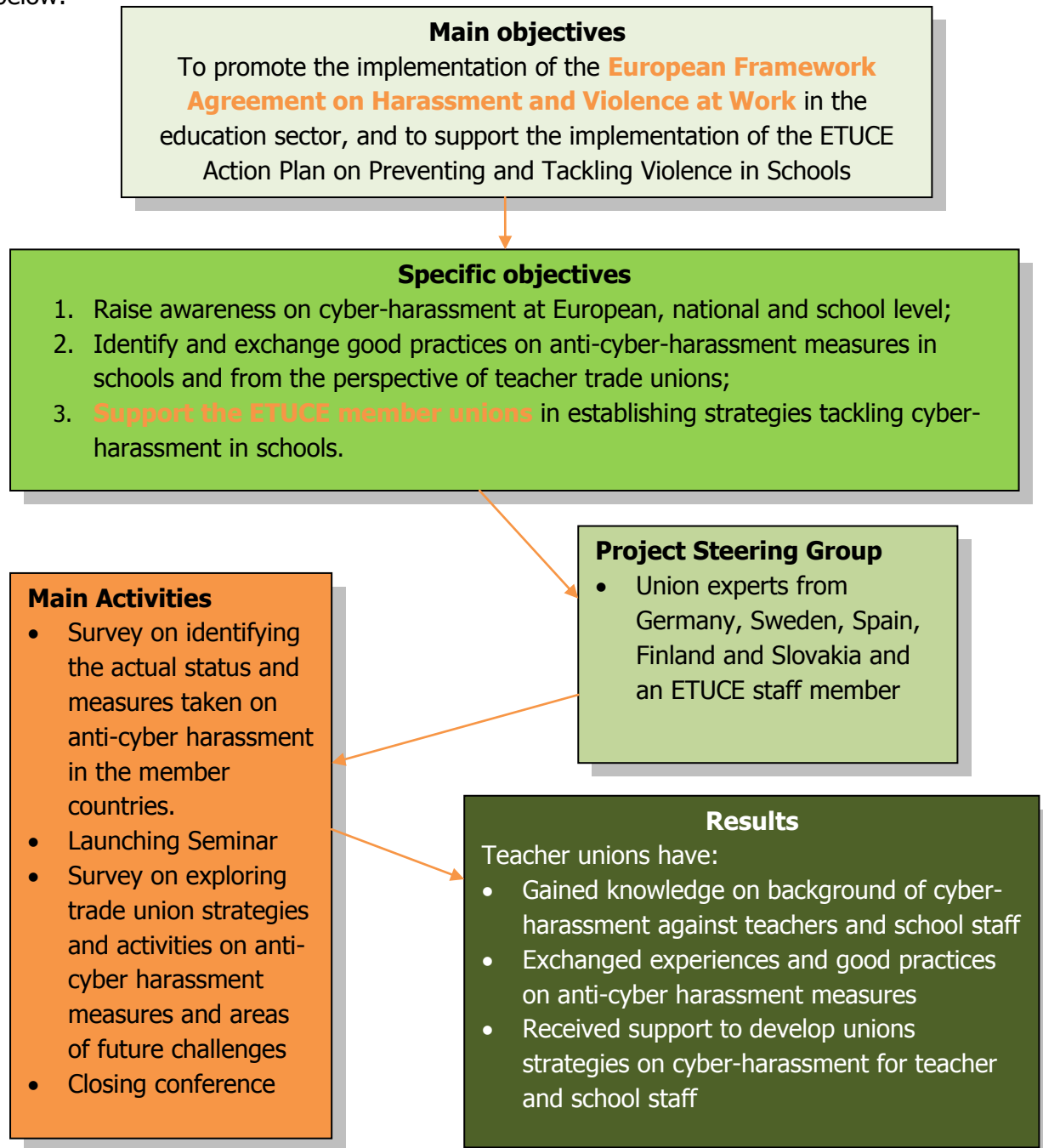
The motives range from emotional reasons to personal dislike and conflict of interests at work. Other motives can be prejudices on grounds of gender, racial or ethnic origin, religion and belief, disability, age, sexual orientation and body image. Cyber-harassment against teachers can threaten teachers' current and future employment opportunities, and their

¹ A short summary of the project can be found on www.edu-osh.eu

professional reputation. Cyber-harassment is furthermore to be considered a psychosocial hazard in the working environment of teachers, as it can deeply affect the personality, dignity and integrity of the victim.

1.2 Project Structure and Activities

This ETUCE project on cyber-harassment at school was structured and organised as illustrated below:



Project Steering Group

The project implementation was carried out by a steering group consisting of teacher union members from ETUCE member unions from five different regions in Europe in close cooperation with the ETUCE secretariat. The steering group members contributed to the project implementation and development through **monitoring, advising and guiding** the process and using their national expertise within Health and Safety issues. Steering group members were Martina Schmerr, GEW, Germany; Jennifer Moses, NASUWT, UK; Nina Lahtinen, OAJ, Finland; Patricio Perez, FECCOO, Spain and Michal Mlcousek, OZPŠaV, Slovakia.



Nina



Jennifer



Patricio



Martina



Michal

In their respective teacher unions, they strive to draw more attention to the harm cyber-harassment in schools causes to teachers and school staff.

Seminar

The project launching seminar was held 18-19 February in Brussels and gathered 50 teacher union representatives from ETUCE member organisations in the EU/EFTA and candidate countries. The seminar was an opportunity for the representatives to exchange good practices



on how to prevent and tackle cyber-harassment in school, including discussions on codes of conduct on anti-cyber harassment measures in schools. The results of the first ETUCE survey on cyber-harassment were presented at the seminar which gave the participants an overview on the actual situation of cyber-harassment against teachers in Europe.

The seminar also covered several other angles of cyber-harassment against teachers: research on cyber-violence in the education sector, psychological aspects, European legislation, the European Internet Safety Programme and the role of private service-providers. Moreover, the participants were given the opportunity in working groups and panel debate to discuss matters like prevention measures on cyber-harassment in school, teacher union strategies dealing with cyber-harassment and the unions' role in relation to cyber-harassment. The seminar provided teacher unions with an overview of how other colleagues in Europe, ETUCE and other European organisations deal with cyber-harassment. The participants contributed actively in the discussion on good practices concerning anti-cyber harassment measures, which created a useful base to further develop strategies and codes of conduct at national teacher union level on preventing and tackling cyber-harassment in schools.

Conference

The final conference was held 7-8 June in Bratislava and gathered 70 teacher union representatives from ETUCE member organisations in the EU/EFTA and candidate countries.



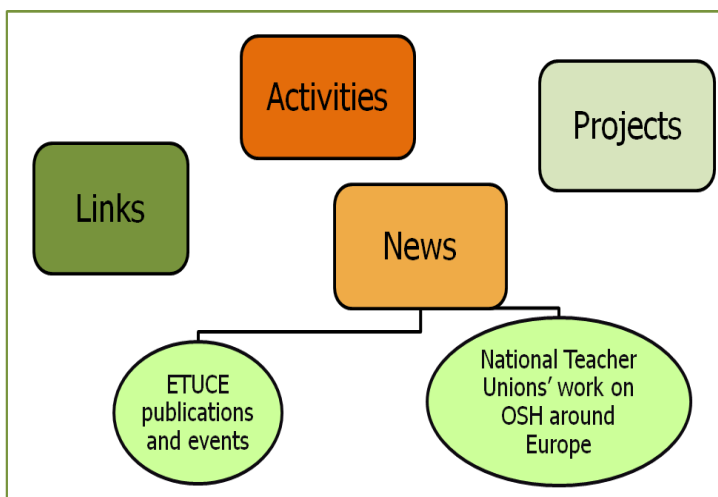
The conference was an opportunity for ETUCE member organisations to identify and discuss good practices of national teacher union strategies. Also to gather ideas for further development and improvement of anti-cyber harassment measures in schools at national union level. Most importantly, participants discussed and contributed actively to the revision of the **ETUCE Action Plan on Preventing and Tackling**

Violence in School as regards the inclusion of cyber-harassment. The information gathered in the second survey on teacher union strategies on cyber-harassment, which had been sent out to all ETUCE member organisations in March 2010, was presented providing a good basis for discussion and debate among the participants. Experts on violence and harassment in the education sector, including cyber-harassment, shared their expertise with the participants and four teacher unions' representatives explained their respective unions' strategy and good practices on tackling and preventing cyber-harassment.

The conference generated many comments on the amendments of the ETUCE Action Plan to include cyber-harassment. Also, the participants contributed actively to the development of concrete teacher union guidelines on how to implement the recommendations in the ETUCE Action Plan at national level².

1.3 The online ETUCE Health and Safety Network

The main tool for project coordination and dissemination was the **ETUCE Occupational Health and Safety website** (<http://www.edu-osh.eu>).³

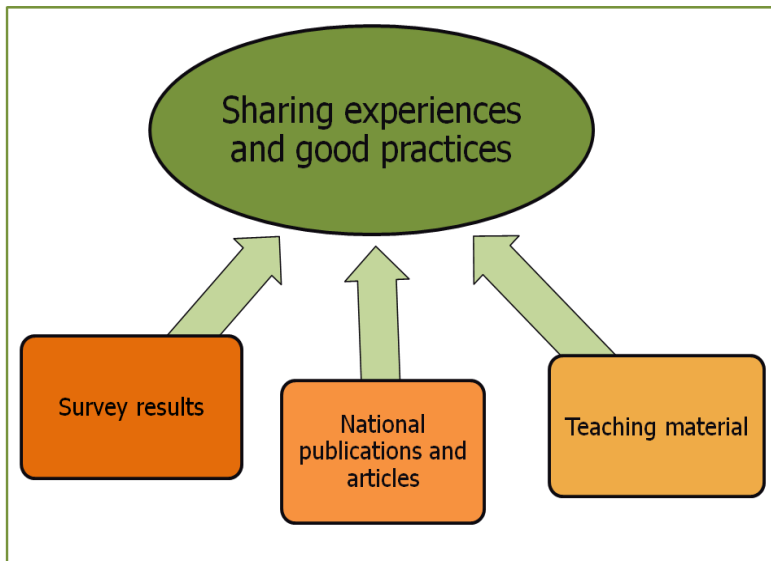


The website contains information on ETUCE activities and projects on occupational safety and health (OSH), news items e.g. on ETUCE publications, national teacher unions' work on OSH and useful links for teachers unions working on OSH. The website is highly developed in issues concerning cyber-harassment and users can receive information on all activities

² The collected guidelines on anti-cyber harassment measures for teacher unions, teachers and school staff are also available on the ETUCE Health and Safety website.

³ This website grounds on the former ETUCE Health and Safety on-line Network which was introduced in the ETUCE project on Teachers' Work-Related Stress carried out in 2008-2009.

in the cyber-harassment project, including background material, survey results, seminar and conference reports and this final project brochure.



National teacher unions working on cyber-harassment can benefit from the website by sharing experiences and good practices with colleagues around Europe. For example, they can share items such as survey questionnaires and results, national press articles on cyber-harassment / cyber-bullying and relevant teaching material for teaching online safety. Several union survey results are already available on the website and all

ETUCE member unions are invited to contribute to this exchange of experiences and anti-cyber harassment measures.

2. ETUCE Project Surveys

The data from the two surveys provided the basis of this project. In order to successfully meet the objectives of the project, it was important to conduct surveys that could indicate the background and status of cyber-harassment against teachers and school staff amongst the ETUCE member organisations.

First Survey

The objectives of the first survey were to identify a standard definition of cyber-harassment, valid for the education sector and to discover whether and to what extent cyber-harassment is addressed in the countries of the ETUCE member unions. The survey addressed issues such as legislation, trade union strategies, social dialogue, and school level activities concerning harassment, violence and cyber-harassment. It also determined the causes of cyber-harassment as perceived by respondents. The survey took place in the period from 16 November, 2009 - 15 January, 2010. All in all 32 answers were received⁴.

The first survey showed that teacher unions are already working on the issues of violence and harassment, and to a lower extent specifically on cyber-harassment. On the level of national legislation, harassment and violence is dealt with in the majority of countries, however less than half of the legislation referenced, addresses the issue of cyber-harassment.

Trade union strategies and actions on violence and harassment were numerous and varied. Fewer unions were working specifically on cyber-harassment, but some examples of teacher union actions on cyber-harassment, were identified and illustrated different possibilities for unions to approach the matter.

⁴ 29 from member unions in EU/EFTA countries, 3 from member unions in non-EU/EFTA countries.

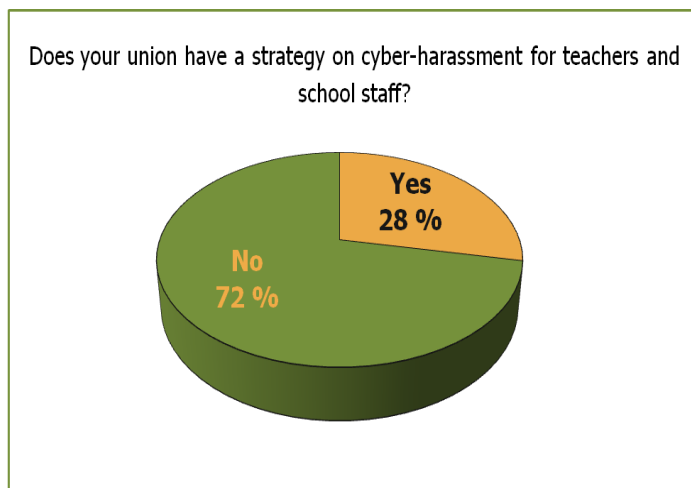
Is there training on violence and harassment for...?			
	Health & Safety representatives	Teachers	School Head teachers
Yes, and cyber-harassment is included	37%	26%	37%
Yes, but cyber-harassment is not included	13%	32%	20%
No	50%	42%	43%

Lastly, the survey revealed that harassment, violence and cyber-harassment at school level are not necessarily issues dealt with by Health & Safety representatives – either because this is seen as the responsibility of the works/staff council or the employer, or because they are not adequately trained on the issues. Teachers and school head teachers are more frequently being trained on violence and harassment, than Health & Safety representatives.

Second Survey

With the second project survey, ETUCE wanted to explore national teacher unions’ actions and strategies to gather ideas for further development and improvement of anti-cyber harassment measures at national union level. Also, ETUCE sought to gather good practices to revise the ETUCE Action Plan on Preventing and Tackling Violence in Schools and also include cyber-harassment. The questionnaire addressed issues such as; teacher union strategies on violence and harassment and cyber-harassment; the causes and media types of cyber-harassment; actions or interventions offered to teachers and school staff as victims of cyber-harassment; and union cooperation with various stakeholders in education to create effective anti-cyber harassment measures. The survey took place in the period from the end of March to the beginning of May 2010. All in all, ETUCE received 32 answers from its member unions in the EU/EFTA countries.

The second survey shows that 88% of the ETUCE member unions responding have developed



a strategy on violence and harassment, whereas 28% have developed a specific cyber-harassment strategy. Still, more teacher unions have begun to found a basis for a cyber-harassment strategy. The number of unions carrying out national surveys on the issue of cyber-harassment is increasing. Also, several unions have dedicated a person, unit or working group to work with their cyber-harassment strategy. Teacher unions have furthermore started to

cooperate with various stakeholders in education to create effective and long-lasting anti-cyber-harassment measures. These actions provide a positive outlook, i.e. it seems that more unions will have a fully established strategy on preventing and tackling cyber-harassment of teachers and school staff, within the near future.

The answers of the second survey have moreover provided ETUCE with a clearer picture on its member organisations' opinion about the issues that need to be addressed in the revised ETUCE Action Plan on Preventing and Tackling Violence in Schools. The answers suggest that it is especially important that a revised Action Plan refers not only to the European Framework Agreement on Violence and Harassment at the Work, but also includes prevention measures through cooperation between stakeholders in education and through teacher training.

Survey conclusion

The general conclusion to the two surveys carried out in this project must be that national

teacher unions are certainly working to prevent cyber-harassment in schools in order to ensure a safe and healthy workplace for teachers and school staff. This includes surveying the problem of cyber-harassment at national level, implementing effective anti-cyber-harassment measures and

National teacher unions are certainly working to prevent cyber-harassment in schools to ensure a safe and healthy workplace for teachers and school staff

developing teacher union strategies to prevent and tackle cyber-harassment in schools. It is also clear that ETUCE member unions are at different stages in this work; however, all unions seem ready to **exchange experiences and good practices** with other unions to help ensure that all teachers in Europe will have a working environment free of cyber-harassment.

3. Updated ETUCE Action Plan

The working environment for teachers and other school staff and the learning environment for young people, must in schools be safe and secure to ensure the best possible setting for teaching and learning. When violent incidents occur in schools, they have negative impacts on both teachers and pupils. Schools therefore have to take action to prevent violence in schools and harassment of teachers and school staff. They need to ensure an atmosphere where children can learn and teachers can perform their job in a positive, healthy and safe setting.

In this context, ETUCE has over the past ten years focused its work on developing an Action Plan on Preventing and Tackling Violence in Schools, which was approved by the Pan-

European Committee in November 2008. This Action Plan serves as a framework on how to deal with any type of violence and harassment in schools and lays the foundation for ETUCE's work on violence against teachers and schools staff in

This Action Plan intends to lay the foundation for ETUCE's work on violence and harassment in the next couple of years.

the next couple of years on four main levels: European level, National/regional level, Local level and School level.

In particular, it outlines what member organisations can expect ETUCE to work on at European and national/regional level to prevent and tackle violence in schools. Furthermore,

the Action Plan clarifies the advice that ETUCE gives to national teacher unions, dealing with violence and harassment at local and school level.

Through the project on cyber-harassment in schools, ETUCE has come to the conclusion that cyber-harassment needs to be included in an Updated Action Plan on Preventing and Tackling Violence in Schools, since it is a recognised form of violence.

The Updated ETUCE Action Plan will be sent for adoption to the ETUCE Executive Board and the Pan-European Committee in autumn 2010⁵.

ETUCE has come to the conclusion that cyber-harassment needs to be included in an Updated Action Plan since it is a form of violence.

4. Guidelines on anti-cyber harassment measures for teacher unions, teachers and school staff

One of the most important tasks for teacher unions is to support members in difficult situations. As teachers and school staff face cyber-harassment on a rather regular basis, teacher unions need to know how to offer the necessary help and support to deal with this type of harassment, however, it is equally essential that victims know how and where to ask for teacher unions' assistance. The 'Updated ETUCE Action Plan on Preventing and Tackling Violence in Schools', provides teacher unions' with the framework on how to prevent and tackle any type of violence in schools, including cyber-harassment. To successfully implement this framework at union and school level, a set of practical guidelines and useful anti-cyber harassment measures is most valuable.

A wide range of topics on the **prevention and tackling of cyber-harassment** are considered within these guidelines. It is essential to notice that the guidelines do not provide teacher unions with an 'on-the-shelf' solution; instead the guidelines should be considered as a useful tool on how to deal with the issue and should be assessed and adjusted to the national conditions concerning cyber-harassment of teachers and school staff.

The following sections outline the concrete guidelines, on how member organisations can **implement the amendments to the ETUCE Action Plan** at national level, as well as the good practices on anti-cyber harassment measures at trade union level.

⁵ The Updated Action Plan will be available for download on the ETUCE website (www.csee-etu.org) after adoption.

4.1 Awareness-raising

As cyber-harassment is still in many countries considered a new form of harassment it is important that teacher unions raise awareness on cyber-harassment against teachers and school staff. There are various measures to raise awareness amongst those directly and indirectly concerned, including union member, governments, national and local authorities and the public in general.

Teacher unions could raise awareness on cyber-harassment by:

- Using tools and channels such as magazines, networks of shop stewards, newsletters or emails, radio/television, and other media to distribute information to union members on the issue;
- **Conducting surveys** on cyber-harassment amongst members. A survey contributes to raising awareness, and it also serves as a tool to gather information on the background and conditions concerning cyber-harassment at national and/or union level;
- **Generating a campaign** amongst members and hereby inform members and the authorities about the concerns and actions that must be taken to prevent and tackle cyber-harassment in the best and most effective manner;
- Publishing press releases and articles in local/national press on the background, status and consequences of cyber-harassment against teachers and school staff, using the survey results and successful court cases which were decided in favour of a teacher's protection to underline the importance of tackling this issue;
- **Informing parents of the impact of cyber-harassment** on staff as well as pupils and **reminding them of their responsibility** to educate their children on this;
- Using the survey results to initiate discussions with national government or local authorities on strategies to prevent cyber-harassment;
- Providing expert advice on the preparation of teaching material on cyber-harassment for professional use
- Organising awareness-raising events around the European Safer Internet day (<http://www.saferinternet.org/web/guest/safer-internet-day>)

4.2 Cooperation and Negotiation

It is the responsibility of all to ensure that schools are safe and healthy environments for teaching and learning. On this ground, teacher unions should cooperate with other stakeholders in education, to develop wide-ranging measures to deal with cyber-harassment. Through cooperation and negotiation it is possible to gather many stakeholders for the same cause – to confront, prevent and tackle cyber-harassment and further to support the victims of this type of violence in the best possible way.

Teacher unions could cooperate with:

- **Governments, national, regional and local authorities** (including the police);
- School management, teachers, parents and students;
- **Service providers** / Technology industry;
- National data protection ombudsman;
- Organisations at European and national level;
- Parents' and students' associations;
- **Other trade unions** at European and national level
- National Safer Internet Centres

To create effective anti-cyber harassment measures such as:

- Campaigns, teaching material, codes of conduct, publicity events, common website, etc.;
- Workshops, courses and seminars about educative prevention against harassment and cyber harassment among equals;
- Information on how teachers should protect themselves from cyber-harassment e.g. safe use of social networking sites
- Website training for Health and Safety representatives who deal with cyber-harassment;
- Teacher training for teachers on how to deal with cyber-harassment at school level as preventative measure

Teacher unions/education employers could negotiate with:

- Relevant education employers through social dialogue and/or social bargaining to develop measure, to prevent and tackle cyber-harassment against teachers and school staff;
- Local authorities and police
- Service providers of media and information to set up sustainable technical measures to prevent and avoid in particular cyber-harassment.
- Other relevant stakeholders

4.3 Whole school approach

When teachers and school staff are assaulted through cyber-harassment it is the responsibility of the whole school community to tackle and develop measures to prevent this from happening again. It is especially important that everyone recognises their responsibilities concerning cyber-harassment and also fulfil these responsibilities. This requires explicit whole-school policies and practices that involve the entire school community i.e. parents, students, teachers, school management, school authorities etc.

Measures to involve the whole school community in preventing and tackling cyber-harassment in schools could be:

- Offer training and campaigns to address the entire school community on proper use of ICT e.g. social networks, mobile phones and emails;
- Developing guidelines and **providing advice** on anti-cyber harassment measures at school level addressed to the whole school community;
- Creating a website and organising seminars/workshops in partnership with other stakeholders in education with advice and good practices anti-cyber harassment measures for parents and students/pupils;
- Informing Ministry of Education on health and safety issues including cyber-harassment and request support for events to inform the school community on measures to ensure schools are safe and healthy environments for teaching and learning;
- Promoting educative plans to encourage a good atmosphere at schools among parents, students and workers (teachers and other staff);
- Training for teachers on safer use of ICT
- Effective and better access to **counseling services** for teachers experiencing cyber-harassment
- Setting up a **school policy** for democratic and acceptable behaviour for the whole school community

4.4 Reporting incidents of cyber-harassment

Teachers and school staff are public personalities in the school community, so it can be frightening to step forward and declare that they have been victims of any form of harassment. Cyber-harassment can have an immense effect on the personality, dignity and integrity of the victim, because such an assault sticks to an individual's reputation for a long time. Therefore, it is vital that teachers and school staff who are victims of cyber-harassment, know and feel safe to use the correct reporting procedures. Reporting procedures may differ according to the various school structures. Hence, it is necessary that each school finds the best reporting procedure according to the school surroundings.

Teacher unions should:

- Support schools in **establishing effective reporting procedures** for teachers and school staff;
- Promote clear and simple procedures for teachers and school staff to react and respond to violent incidents in and outside of school;
- **Gather incidents of cyber-harassment and report to national councils of trade unions** to ensure that cyber-harassment is included on the agenda;
- Offer information to teachers and school staff regarding the legal actions to be made, if teachers or other school staff are victims of cyber harassment;
- Influence national governments to give legal support to workers, when they suffer from harassment related to work;
- Have **effective processes** for providing advice and support to members experiencing cyber-harassment e.g. helpline or legal advice service
- Encourage employers to:
 - o Consequently report incidents of cyber-harassment to the local authorities/police
 - o Ensure school equipment have the appropriate safe guards and protection

4.5 Teacher training

Children's use of information and communication technologies (ICT) is increasing in and outside of schools. This development affects teachers in many ways as teachers work with children in their daily job. On this ground, it is reasonable that teachers receive training on how to cope with different situations related to ICT in schools – both positive and negative situations should be addressed in such training.

Teachers should learn how to:

- Identify abuses of ICT;
- **Protect personal information;**
- Promote the positive use of ICT in education;
- Educate students/pupils on the consequences of cyber-harassment;
- **Educate students/pupils on the prevention and consequences of cyber-harassment;**
- Educate students/pupils in resolving conflicts (conflict management)
- Report incidents of cyber-harassment when they occur

Teacher unions should:

- Inform members about European and/or national data legislation;
- Advocate for the organisation of **Continuing Professional Development** (CPD) training on handling violence against teachers
- Provide training on effective use of ICT and on how teachers should respond to violence and harassment in class;
- Encourage employers to:
 - o Ensure teachers receive ongoing training on the development and use of ICT/modern communication
 - o Ensure that teachers are informed about preventative measures of cyber-harassment

4.6 Good practice examples

The two project surveys asked for good practice examples on anti-cyber harassment measures by ETUCE member unions. To support the exchange of experiences and good practices in Europe, the table below summarises some of the good practices collected⁶.

Good practices	Union and contact information
<ul style="list-style-type: none"> - Anti-cyber harassment campaign and guidance for the whole school community - Influencing/working with authorities 	NASUWT, UK www.teachersunion.org.uk
<ul style="list-style-type: none"> - Creating a website to promote anti-cyber harassment measures 	FETE-UGT, Spain www.feteugt.es
<ul style="list-style-type: none"> - School codes of behaviour - Charter on dignity at the workplace 	ASTI, Ireland www.asti.ie
<ul style="list-style-type: none"> - Survey among members - Brochure with advice to parents and teachers 	GEW, Germany www.gew.de
<ul style="list-style-type: none"> - Anonymous online survey among the teacher union 	ESTUS, Slovenia www.sviz.si
<ul style="list-style-type: none"> - Using and influencing the national legislation on cyber-harassment 	OAJ, Finland www.oaj.fi
<ul style="list-style-type: none"> - Systematic work on health and safety, including cyber-harassment 	Lärarförbundet, Sweden www.lararforbundet.se

⁶ More information on the good practices can be found on the ETUCE Health and Safety website www.osh-edu.eu and in the published survey reports, which are also available for download on the website.

5. Relevant Contacts

Organisations, Agencies and Experts

Annie Mullins, Vodafone Global Head of Content Standards

Cinzia Sechi, European Trade Union Confederation (ETUC)

Emma Short, Network of European Psychologists in the Education System (NEPES)

Giovanni Buttarelli, European Data Protection Supervisor (EDPS)

Janice Richards, INSAFE

Julie Feld, Research Centre on IT, University of Namur

Pia Lang, Information Society and Media Directorate-General (DG INFSO) European Commission

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All ETUCE member organisations are welcome to contact Susan Flocken concerning relevant information on cyber-harassment to be shared on the ETUCE Health and Safety Website: www.edu-osh.eu.

6. Acronyms

EFTA	European Free Trade Association
ETUCE	European Trade Union Committee for Education
EU	European Union
FECCOO	Federación de Enseñanza CC.OO., Spain
GEW	Gewerkschaft Erziehung und Wissenschaft, Germany
NASUWT	National Association of Schoolmasters Union of Women Teachers, UK
OAJ	Opetusalan Ammattijärjestö, Finland
OSH	Occupational Safety and Health
OZPŠaV	Trade Union of Workers in Education & Science, Slovakia





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