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## Closing Conference of the ETUCE project

« Improving Expertise on Teachers' Work-related Stress and Assisting ETUCE Member Organisations in Implementing the ETUCE-UNICE / UEAPME-CEEP Autonomous Framework Agreement »

Malta, 19-20 November 2007



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*Rapport de la Conférence du projet « Améliorer l'expertise sur le stress lié au travail des enseignants et aider les organisations membres du CSEE à mettre en pratique l'accord-cadre CES -UNICE/UEAPME-CEEP»*

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## 1. Introduction

Mr. Ronnie Smith, ETUCE President, welcomed the participants to the final conference of the ETUCE project on teachers' work-related stress. He opened the event with a short and concise introduction of the subject by asserting the stressful nature of the teaching profession. Both from the outside and within the school system, it is recognized that a teaching environment is often susceptible to stress. Mr. Smith reminded the participants that ETUCE works together with ETUC towards implementing the European Autonomous Framework Agreement on work-related stress (FA) in all member states. The ETUCE survey on work-related stress was carried out in particular to assess the implementation of this FA. At the conference in Ljubljana the project expert, Henrik Billehøj, presented the survey complemented by experts from the Commission, the European Agency for Safety and Health, an ETUC advisor and teachers presenting good practices. Following the Ljubljana seminar the project steering committee devised an implementation brochure on the FA and a draft action plan. Both documents are to be discussed in working groups during the current conference in Malta.

### ***Comments by the Maltese Minister of Education***

Dr Louis Galea, Minister of Education, Youth and Employment, welcomed the distinguished delegates to the country and expressed his sympathy for the subject. He conveyed his gratitude to the ETUCE for choosing Malta as destination for the conference, and thanked the MUT for their work. Mr. Galea explained that he was conscious of the social dialogue debate and followed it with interest. He further added that in connection with work-related stress, two angles should be clarified: 1: Management involvement 2: Support to teachers. He noted that the educational system should secure initial training in stress management, meaning that future teachers need to be taught about stress before they begin their professional work. Initial and continuous training on stress should be an important item on the agenda. In addition, he explained that a Maltese survey shows that new teachers are more stressed than older and more experienced ones. New teachers can easily be exposed to work overload in the beginning of their career. They have to cope with management, student behaviour, administrative tasks, etc. The third and final point should be to secure support to teachers among the school management and parents. Mr. Galea emphasized the importance of developing the right tools for teachers, enabling them to create a positive school environment. The education ministry is cooperating with the MUT towards the creation of a positive work environment for teachers. This includes a framework for participation of the parents and the development of good parent-teacher relationships. The overall goal is to lessen the burdens for teachers and to ease the general teaching experience.

## ***Contribution from MUT***

Ronnie Smith thanked the minister for his participation and gave the floor to John Bencini, President of Maltese Teachers Union (MUT). Mr. Bencini explained that according to a survey conducted by the MUT, unacceptable pupil behaviour affected 95% of teachers in Malta, but predominately new teachers. In his view, such unacceptable behaviour is a very important stress factor. He underlined the need for teachers to be mentored in the first years of their work. Finally, Mr. Bencini expressed his hopes for a successful conclusion of the conference in a useful ETUCE work document on work related stress.

## **2. Keynote Speeches**

### ***2.1. A European Commission Perspective***

Tobias Müllensiefen, European Commission, Unit for Industrial Relations and Social Dialogue opened his presentation by introducing four key areas (See Annex 1):

European Social Dialogue: the context

Agreements implemented by Directive vs. autonomous agreements

Lessons learned from the telework agreement

What to expect from the stress agreement.

#### **1) European Social Dialogue**

Mr. Müllensiefen gave a short explanation and definition of the social dialogue as being the discussions, consultations, and negotiations between management and labour, and added that the European social dialogue was launched in 1985 by Jacques Delors. He explained that the social dialogue at EU level has a clearly defined legal basis in the articles 138 and 139 of the EC Treaty. It takes two main forms: bipartite - among the two sides of industry - and tripartite negotiations - between employers, trade union organizations and public authorities -. Currently, the social dialogue takes place in 35 different bipartite committees with annual meetings. The sectoral committees adopt their own rules of procedure and their annual work programme. The European Commission provides a secretariat for the committees and assumes their running costs. Sectoral committees therefore constitute fully recognised social dialogue bodies. Their practical operation is provided by the European Commission but their political role is fully held by the social partners on an autonomous basis.

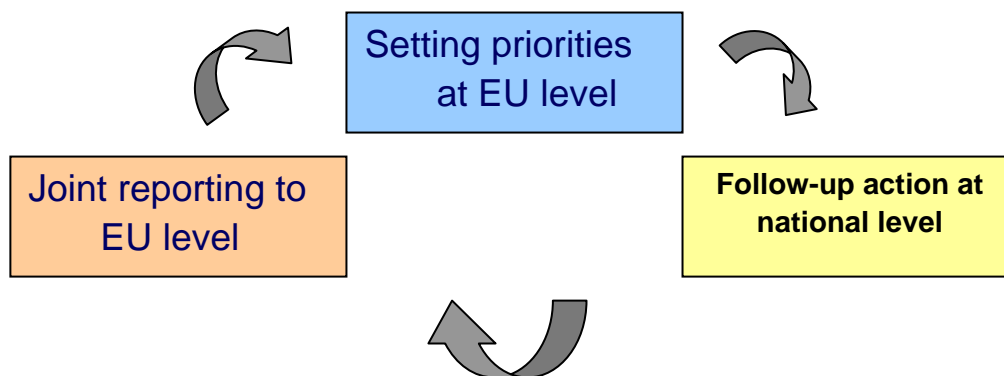
Mr. Müllensiefen emphasized that, through social dialogue, the social partners influence European social policy, exchange good practices and contribute to social Europe. A variety of outcomes are a result of the social dialogue (articles 138 and 139 EC Treaty). Mr. Müllensiefen highlighted the current trends in the European social dialogue, represented by more autonomy in e.g.

Multi-annual work programmes (2003-2005, 2006-2008)

Frameworks of action

Autonomous agreements

He brought attention to “capacity-building”, including integrated programmes for the development of the new member states and, in this connection, also mentioned the possibilities of funding from the European Social Fund. He stated that the European social dialogue promotes the analysis of key challenges facing the European labour markets. Furthermore, Mr. Müllensiefen explained the existing “Frameworks of Actions” on the lifelong development of competences and qualifications and on gender equality. To explain the usefulness of the Frameworks of Actions, he presented the following diagram:



## 2) Agreements implemented by directive vs. autonomous agreements

In this section of the presentation Mr. Müllensiefen made a detailed explanation of article 139 of the EC Treaty: (1) Should management and labour so desire, the dialogue between them at Community level may lead to contractual relations, including agreements. (2) Agreements concluded at Community level shall be implemented either in accordance with the procedures and practices specific to management and labour and the Member States or, in matters covered by Article 137, at the joint request of the signatory parties, by a Council decision on a proposal from the Commission. (...)

Mr. Müllensiefen stressed that one of the differences between a directive and an autonomous agreement is, in addition to the legal effect, the way of implementation. A Council Directive requires member states to transpose it into national legislation, whereas social partners commit themselves to a compulsory implementation of the European autonomous agreements. Mr. Müllensiefen gave examples of social partner agreements, which had been transformed into Directives and thus into legally binding texts e.g. the Framework Agreement on Fixed Term Work (1999). He also explained the process of implementation of the autonomous framework agreements. A yearly table is drafted by the European Social Dialogue Committee, summarising the on-going implementation of the agreement with the information provided by the national social partners. A full implementation report on the agreement on work-related stress will be due in 2008.

### **3) Lessons from the Telework Agreement**

It was the first time that the member organisations of the signatory parties implemented an agreement in accordance with the procedures and practices specific to the social partners in the Member States.

Mr. Müllensiefen explained that at the very beginning it was difficult to see what the outcome of this agreement would be. The implementation report from 2006, adopted by the social partners, told a somewhat mixed story of the results. But there were many positive initiatives and approaches from the member states. He underlined that a couple of years with this kind of agreements had shown a lot of success in the implementation. Most member states implemented the agreement and found novelties in cooperation on a national level. The implementation methods varied greatly from state to state and included a wide variety of methods:

Collective agreements

Agreements with recommendations to lower bargaining levels

Legislation

Codes of good practices - less binding implications.

Mr. Müllensiefen stated that the autonomous agreements cannot be compared with anything else. It is solely the social partners who take the lead.

### **4) What to expect from the Stress Framework Agreement?**

Mr. Müllensiefen emphasized that the stress agreement has basically the same status as the telework agreement. He proposed a number of actions that the social partners could take when working with the agreement:

Translate agreement (jointly agreed)

Disseminate and inform

Discuss with national social partners what to achieve and how

Develop actual implementation instrument (should be adapted to national industrial relations system)

The implementation deadline was October 2007 and the implementation report is due in 2008. He recommended to bear in mind the aims of the agreement, i.e. : To increase awareness, create a practical framework for identification and managing the problems of work-related stress. He further noted that this is not about assigning blame to individuals, but rather helping the collective to a better work environment.

## ***2.2. Report on the ETUCE Survey on Teachers' Work-related Stress (WRS)***

Mr. Henrik Billehøj presented the final version of the ETUCE survey report on teachers' work-related stress (See Annex 2). For a complete overview of the survey results, see the Report on the ETUCE Survey on teachers' work-related stress" that can be download from the ETUCE website : [http://etuce.homestead.com/ETUCE\\_Stress.html](http://etuce.homestead.com/ETUCE_Stress.html).



### ***2.3. Implementation of the Framework Agreement on WRS***

After a brief introduction by Ronnie Smith, Elena Jenaro, Project Assistant (ETUCE), explained the ETUCE implementation guide developed by the ETUCE Secretariat on the basis of the survey results. Miss Jenaro stressed that the guide is meant to function as a useful tool for implementation to all the ETUCE member organisations (See Annex 3). She further added that the guide is structured with the text of the agreement on one side and the ETUCE comments on the other side.

There are seven sections of the guide, each, dealing with the major issues of the Framework Agreement and the survey.

#### **1. Introduction**

#### **2. Aim of the agreement**

In this section, Miss Jenaro highlighted that the agreement is an action-oriented instrument providing employers and workers with a framework to identify and manage WRS.

#### **3. Description of WRS**

Miss Jenaro explained that although the collective nature of work-related stress is not explicitly mentioned in the Framework Agreement, there is a direct connection between the work content and organization, working environment and poor communication. She also highlighted that the ETUCE survey had shown that workload/work intensity, role overload, increased class size per teacher etc., were among the top stressors, and that they are all strictly related to work content and organization.

#### **4. Identifying WRS**

Several stress indicators were identified in the ETUCE survey, including burnout/depression/emotional exhaustion, high absenteeism, sleeping problems, cardiovascular diseases and frequent interpersonal conflicts. Miss Jenaro underlined that the analysis of work organization and processes should precede any stress reducing attempts. When a problem is found, measures should be taken to reduce it.

Finally, it is vital to interpret the framework agreement on WRS together with the Framework Directive 89/391/EEC (FWD), bearing in mind that it is the responsibility of the employers to protect the health and safety of workers.

#### **5. Responsibilities of employers and workers**

Miss Jenaro explained that the FWD (Art 6.2) lays down the responsibilities of employers to protect their workers. The framework agreement recognizes this duty of employers regarding WRS, as it entails a risk to the safety and health of workers. She made an overview of the assessment system:

Plan the assessment

Identify stressors/hazards

Decide who might be harmed, how and where

Evaluate the level of risk

Record findings

Review the assessment and check impact of measures taken

She underlined the CRUCIAL need to involve workers and/or their representatives in the assessment (Art. 11 FWD), and pointed out that workers also have a general duty to comply with the resulting measures.

Miss Jenaro explained that, out of 27 EU/EFTA countries surveyed, 14 plus Scotland had a risk assessment on WRS in place, and 7 of those had a system implemented at school level. The survey showed that the legal basis of implementation varied from country to country between collective agreements, national legislation or both. The implementation of a system often included consultation with teachers, but lacked support from management in regards to actual preventive actions. Miss Jenaro brought attention to the “bad management” stressor ranked number 5 in the ETUCE survey.

### **6. Preventing, eliminating or reducing WRS problems**

The possible measures for tackling stress can include both individual and collective approaches. This, explained Miss Jenaro, is decided after possible stressors are identified, and an integrated stress policy has to be developed. She equally stressed that external expertise should be called upon, in case of insufficient internal knowledge, and that every attempt to implement stress reducing or preventive measures must be followed by a review assessing their impact. She then listed a number of examples on possible measures from the FA:

Communication measures for management/workers – clarifying role, ensuring support.

Training managers and workers.

Information and consultation.

Concluding on the ETUCE survey Miss Jenaro highlighted the measures already used by the member states: The measures surveyed were work-oriented and worker-oriented. In most countries these measures were combined. In the FWD priority is given to collective measures over individual ones (work oriented over worker oriented). She added that there was very little use of external expertise in the surveyed countries. She finally emphasised the importance of training and raising awareness.

### **7. Implementation and follow up.**

Concluding the presentations Miss Jenaro summed up the obligations of the signatory parties to implement the agreement and the member organisations to carry out that implementation according to the article 139 of the EC Treaty. She noted that the Social Dialogue Committee monitored the implementation in the first three years (2004-2007) and will prepare a full implementation report by 2008. The EU social partners, she added, have committed themselves to give assistance and advice concerning the coordination and monitoring of the implementation processes.

### 3. Examples of national implementation strategies from the education sector – presentations of good practices.

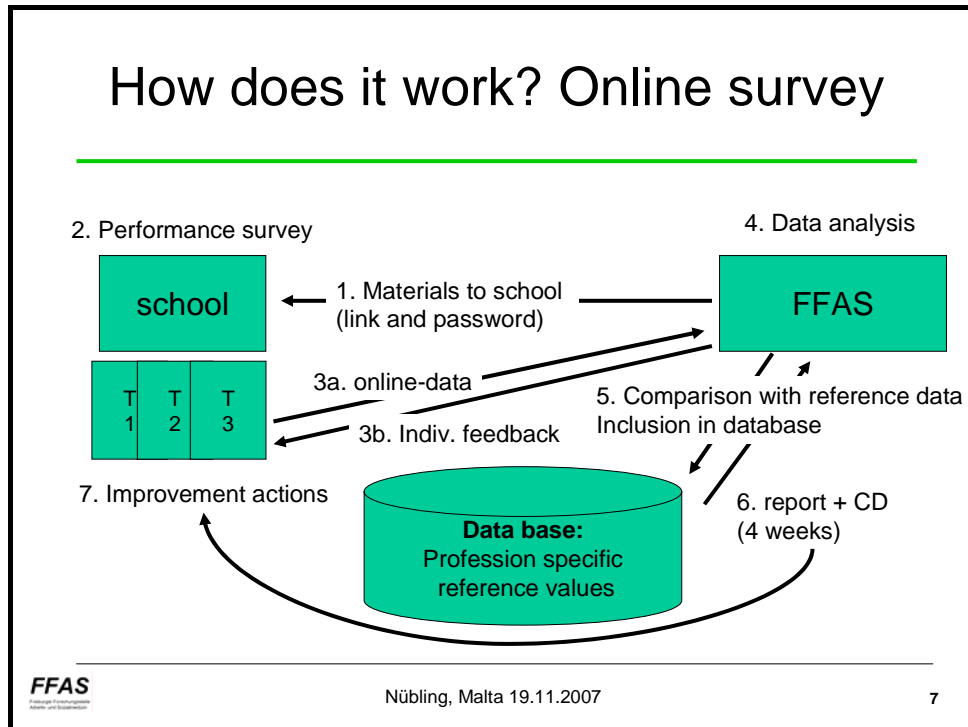
#### ***3.1. Matthias Nübling, Freiburg research centre, occupational and social medicine (FFSA), Germany***

Mr Nübling introduced himself as a sociologist doing empirical research, validating instruments, organizing big surveys, handling statistical material and interpreting and disseminating results of scientific analyses. NüblingHe stressed that a risk assessment is necessary (even an obligation), but good tools are needed for the diagnosis. He emphasised that it was important for these “tools” to be comprehensive and gain acceptance with the employees and organizations using them. Mr Nübling continued by bringing attention to the COPSQ questionnaire (Copenhagen Psychological Questionnaire) developed by Kristensen in Denmark and used in Germany for validation studies from 2003–2005. He described the questionnaire as being “broad and short” and developed from a theoretical basis. He also brought attention to the German website [www.copsoq.de](http://www.copsoq.de) where material (also in English) on the questionnaire is located together with articles of its use. Mr. Nübling explained that the research centre where he works, the FFSA, customized the questionnaire to fit teachers in work situations at school. The FFSA performed a pre-test in 2006 and during 2008-2010 the research centre will apply the questionnaire to all 4200 schools in the Baden Württemberg region, involving 110,000 teachers.

Mr. Nübling went on by presenting the content of the COPSQ questionnaire, which deals with:

- **Demands**
  - Emotional demands etc.
- **Influence and development**
  - Meaning of work, etc.
- **School-specific factors**
  - Noise, relation to parents, etc.
- **Interpersonal relations and leadership**
  - Role clarity, role conflicts etc.
- **Strain (outcomes)**
  - Job satisfaction etc.

He also explained about the FFSA online survey where schools send in their information gathered from the COPSQ survey: the FFSA initially gives individual feedback and then analyses the data and compares it with their database containing information from other sectors, and in 4 weeks produces a report and a CD with their results.



When the assessment is completed, the FFSA produces a chart, covering the individual feedback, comparison with other occupations and school vs. school average comparison, clarifying strengths and weaknesses of the individual school. Mr Nübling explained that this process produces a number of beneficial materials to advance stress prevention and reduction:

- **On the single employee level**
  - Direct feedback: my job situation vs. average
  - Improvement of the working situation (hopefully)
- **On the school/enterprise level**
  - Solid data on psychological factors
  - External comparison (with other occupations)
  - Internal comparison (school vs. school comparison)
- **General scientific progress**
  - Growing database on profession specific psychological factors at work

When school have gone through this process (1-3 months later) it is necessary to discuss the results and decide on further action. Mr. Nübling made clear that the initial period of 1-3 months there would be a plenary discussion between all participating schools, where the schools would discuss possible actions/projects/activities. This would then be evaluated after one year, and finally after a 3-year period a second round would begin assessing activities, comparing good practises, analysing collected data and repeating the assessment.

When problems have been located, Mr Nübling added, it is necessary to find out who can / will help:

A occupational physician

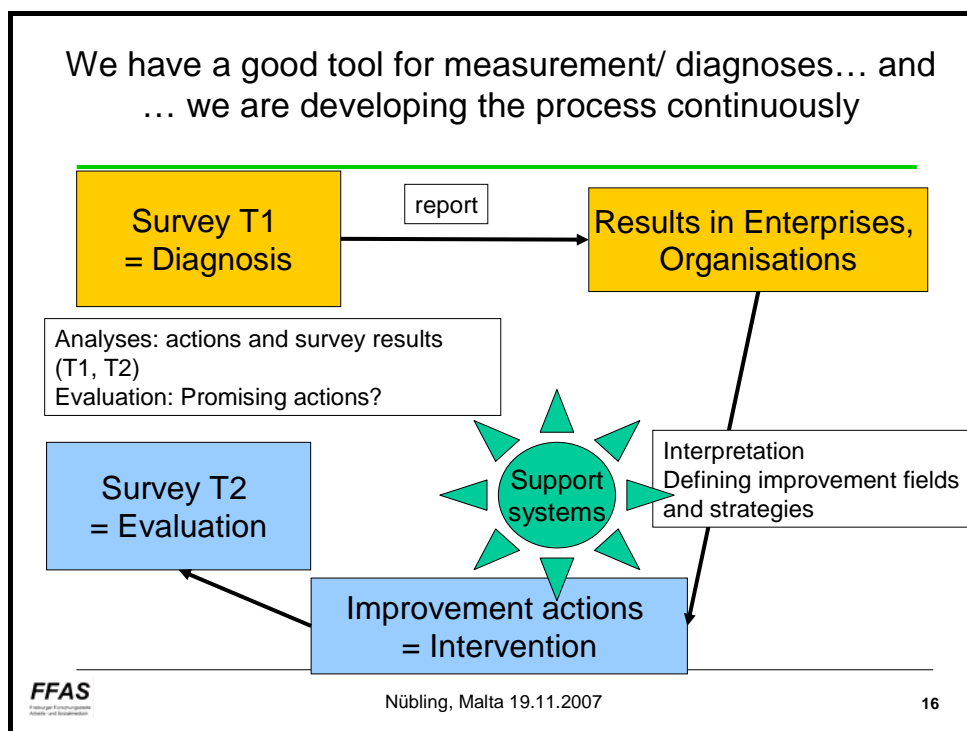
Individual level working with (personal feedback)

School level: reading the report

- Psychological service
- School level: reading the report
- Website /ministry database (www.arbeitsschutz-schule-bw.de)
- Examples good practice
- Connection scale values – „promising“ activities
- Union representatives
- Planning activities
- Getting external help and experts

The questionnaire is only the first and necessary step, but not the actual risk assessment, which will happen on the background of the survey.

Mr Nübling then presented an overview of the entire process:



### 3.2. Gabriella Ekström, principal of the Stordammen School, Sweden

**Background information about the Stordammen school:**

- 325 pupils
- 6-12 years of age
- 54 employees

Mrs Ekström presented her school as an example of how a successful policy promoting good communication, encouragement, democracy and responsibility can create satisfaction among the staff thus securing a healthy and positive work environment. She emphasised the “value foundation” of the Swedish school as an important instrument in this endeavour.

Mrs Ekström highlighted several key aspects of her schools policy, with good communication between employees and management being one of the most important. She stressed the need for management to present a strong leadership, but at the same time be open, trustful and encouraging towards the staff. She also emphasised democracy as chief virtue inspiring involvement and responsibility, noting that the clear policy guidelines create a sense of security for everybody in the school, and strengthen the self-esteem of the employees. Mrs Ekström also brought attention to the physical environment in the school as an important inspiration for the staff. She concluded the presentation by asserting that by building positive visions for the future the school staff develop a better self-esteem, feel healthier and happier.

### ***3.3. The importance of stress prevention training, Rita Catania, MUT Malta***

Miss Catania introduced a practical and interactive exercise in positive thinking: the participants were asked to write their name on a piece of paper, fold it three times and consequently write what they liked about themselves and what they hoped to achieve in the future. She then began her presentation by explaining that “individuals are not islands but constantly relate to each other,” and that in this process stress develops. Stress is a natural and unavoidable consequence of human relations. She added that problems can develop only when stress becomes a negative influence. She further underlined that training is needed to prepare for the possible negative influence of stress. Miss Catania related to the exercise and suggested that this could be one way to prepare and prevent stress from becoming negative. She also emphasised that a prolonged commitment to training was needed if any results were to come of it.

## **4. Working groups, discussion of examples of national implementation strategies from the education sector – Presentations of good practices**

After some “comic relief” in the form of a power point presentation featuring funny animals by Monica Konczyk (KSN Soldiarnosc), the participants were split into three working groups to discuss the good examples. Each group was given a sheet of paper with guidelines and questions, relating to the previous presentations.

### ***4.1. Working Group 1***

**Chair: Anne Jenter (GEW)**

**Rapporteur: Henrik Billehøj (DLF)**

In presenting the results of the working group Mr Billehøj began by asserting that resources and prevention were the key issues. He further added that the ETUCE survey showed that teachers

from all over Europe are in the same situation and therefore we should seek to develop solutions together.

The working group agreed that stress has individual factors, but generally it is a workplace problem.

Concerning the German presentation by Mr Nübling, Mr Billehøj explained that in the work group they had discussed the German presentation, and were told by Mr Nübling that the FFAS assessment also deals with the positive aspects of stress. He noted that the German example proved that such a project can be successful and that the competences developed can be crucial to the future.

Mr Billehøj stated that the Swedish vision of school leadership as a good way to prevent and tackle stress was a positive one. He added that the Swedish and Danish way demands that both union representatives and principals can work together towards common goals.

#### ***4.2. Working Group 2***

**Chair: Anders Eklund**

**Rapporteur: Monica Konczyk (KSN Soldiarnosc)**

Miss Konczyk began by commenting on the Maltese presentation as leading towards individual measures. She further explained that in discussing the Swedish model, the work group had reached several conclusions. First of all, it led the work group to ask about the transferability of the Swedish model to other countries, especially as regards economy and time. As far as the work group could gather, the conditions and particularities of the Swedish school would require significant investments from the government. Miss Konczyk stated that this transferability could only happen under very special circumstances. In the discussion of the extra time for social entertainment and multicultural issues presented by Mrs Ekström, the work group commented that this could present problems "hidden under the surface" in connection with unpaid hours for extra curriculum activities. But Miss Konczyk underlined that a stable management like that of the Swedish model with less changes and a coherent policy is something to be strived for. General comments to the Swedish model included agreement on smaller schools with fewer pupils per classroom and limited bureaucracy are less stressful. It was noted that in Denmark the principals and local management decide the number of pupils in the classrooms.

Miss Konczyk went on with the report, commenting on the Maltese presentation. She noted that individual training is not enough; a more systematic approach is needed. Employers must also be trained and new teachers should be properly mentored. Trade unions should teach schools and help bring attention to available legislation and especially work on the Autonomous Framework Agreement. There should also be constant pressure from trade unions on governments to make them accept stress as a trigger to occupational diseases.

Concerning the German presentation, Miss Konczyk stressed that a systematic approach is essential, especially in discussions with the government. Results obtained should be viewed as a tool in the social dialogue; research is always an instrument for gathering relevant data and thus a powerful aid in the negotiations with authorities.

### ***4.3. Working Group 3***

**Chair: Alexander Dias (FNE)**

**Rapporteur: Sandi Modrijan (ESTUS)**

Mr Modrijan outlined the discussions of the working group as a methodical walk-through of the three presentations, beginning with the Swedish one. Since Mrs Gabriella was part of the group it was possible to ask more specific questions relating to the Swedish model.

Representatives from the Cypriot, Greek and Portuguese unions explained that in their country dividing time and allocating hours, as Mrs Gabriella explained they did in the Swedish school, was a problem on account of a lack of flexibility in the curriculum. This rigidity from the managerial side makes teachers reluctant to spend extra time. It was further noted that the Swedish model would be difficult to implement in some countries because of cultural differences. It was, however, agreed upon that the model/policy could indeed be useful, but many countries lack the resources and the conditions to implement it.

It was generally agreed that the success of the Swedish school could be due to their holistic approach: Management makes sure that everybody is acquainted with their responsibilities and includes teachers and parents in the decision making. Mr Modrijan underlined that trade unions should be more visible, active and demand that schools introduce stress prevention policies. They should also initiate the assessment and provide the tools necessary to combat stress. They should also be more present in schools and have insight into the local "real" existing problems.

In the discussion of Miss Catania's presentation Mr Modrijan explained that the work group had agreed that her list of possible training topics could be implemented in training courses: relationship skills, conflict solving, leadership skills, classroom management, etc. But first of all, stress must be acknowledged by authorities as a real problem, and again, the trade unions need to be involved nationally and locally, even though, many trade unions consider stress a "low priority" issue compared with hard issues like wages, working hours, etc.

The German presentation was briefly touched upon, and Mr Modrijan highlighted the working group conclusions. The technical and scientific assessment presented by the Germans can be transposed in other countries, but would cause problems in e.g. Greece and Portugal. Concerns were expressed by participants as regards data confidentiality. Moreover, evaluation of the results should ensure that practical solutions would follow. The Portuguese representative commented that in Portugal a more established dialogue with politicians would be needed before any implementation could take place. The Danish representatives stated that the assessment could be



implemented on “single school” level and function exclusively within the borders of individual schools.

## **5. ETUCE Draft Action Plan on Teachers’ Work-related Stress**

The ETUCE General Secretary, Martin Rømer, opened the session and welcomed everybody back to the last day of the closing seminar.

Mr Rømer stressed the need to go forward in the work with stress, and emphasized that the cross-industry framework agreement is of a general nature and that implementation on the education sector would need special attention to its peculiarities. He also highlighted the need to collaborate on a broader level to make sure that information reaches all unions and their members. He added that, if a Sectoral Social Dialogue Committee in Education would be established, ETUCE would be able to work more closely with the European employers on WRS and more support would be given to members for tackling this issue. ETUCE has been working towards the establishment of such a committee for many years, and a lot of progress has been made especially during the last four years.

### ***5.1. Martin Rømer presenting the ETUCE Draft Action Plan (AP) on Teachers’ Work-related Stress***

Mr Rømer started his presentation by explaining the aims of the project: gathering information on teachers’ WRS around Europe, improving member organisations expertise on the issue, raising awareness on the implementation of the FA and supporting member organisations in this implementation. He stated that ETUCE have gathered information from member organizations from all over Europe, highlighting that the survey performed was not aimed at being scientific but at identifying trends in Europe according to ETUCE member organisations; this goal had been successfully achieved. He considered a more scientific approach targeting teachers as the next step in the work of ETUCE.

As regards the work to be strengthened at EU level, Mr Rømer explained how the ETUCE action was divided in five areas: 1) Information and support to member organisations on the implementation of the FA 2) Negotiating joint guidelines with employers at EU level on how to implement the FA 3) Lobbying the European institutions for a better consideration of the WRS matter in the EU Health and Safety strategy 4) Performing a larger scale research on the issue 5) Considering this issue within the ETUCE Working Conditions Network.

At national level Mr Rømer stated the aim of ETUCE of giving assistance and support as regards dissemination of good practices, development of trade union strategies, and negotiations with national authorities. In addition, he underlined the role of ETUCE as an adviser to national member organisations as regards issues such as, the raising awareness among management and education

staff, the inclusion of WRS in collective agreements, the inclusion of training for teachers and management, etc.

Concerning the school level, Mr Rømer highlighted the importance of working towards a full school leadership, the implementation of risk assessment systems, the relevance of adopting work-oriented measures in schools and the promotion of teachers' involvement in all these processes. He underlined the possibility of ETUCE offering advice to member organisations on these matters.

Finally, the ETUCE General Secretary encouraged participants to the conference to split in working groups and complete the Action Plan with new, useful and innovative ideas.

## **6. Working groups on the ETUCE Draft Action Plan**

### ***6.1. Working Group 1***

**Chair: Anne Jenter (GEW)**

**Rapporteur: Henrik Billehøj (DLF)**

Mr Billehøj presented the results of the working group and began by asserting their common vision for a web site in all languages, where trade unions and teachers could be updated on the development of the subject and compare good practices and examples. He also stressed the need to focus on the economic aspects, and emphasised the possible economic gains of a successful stress management. Young teachers should be considered in more detail in the AP, because of their heavier work load in many cases. He stated that the work on stress should continue at ETUCE level and proposed to include the union experts on Health and Safety as a sub-group in the Working Conditions Network. Finally, Mr Billehøj underlined that the gender approach should be carefully taken into account.

### ***6.2. Working Group 2***

**Chair: Anders Eklund**

**Rapporteur: Monica Konczyk (KSN Soldiarnosc)**

Miss Konczyk explained on behalf of the work group that research aimed at gathering relevant data should be a primary objective, as it could be extremely helpful in the trade union negotiations with the employers' and authorities. She noted that trade unions should be active in providing researchers with the relevant information from schools. In addition, ETUCE should create a subgroup within the Working Conditions Network, where trade union experts on health and safety should be included. This would strengthen the issue at EU level and secure a broad level of commitment. Miss Konczyk also noted that economy is a general problem; therefore, focus should also, as mentioned before, be on the possible economic gains of stress prevention and

management. Miss Konczyk expressed the need for the individual teacher to know about the directive on safety and health. She also emphasised the need to keep the gender perspective in mind when performing research on the subject.

Training courses should be organized at university level to reflect the realities of today's teaching challenges. Miss Konczyk stressed that rectors at universities should receive information about the subject, and that teacher unions could play a role in this raising awareness exercise. At school level she highlighted the need to develop a better school environment: "we should put the students in the first place – if this is done and the students have a proper environment the climate at schools will improve".

### ***6.3. Working Group 3***

**Chair: Alexander Dias (FNE)**

**Rapporteur: Rita Catania (MUT)**

In short terms Miss Catania explained the work groups discussion and presented their conclusions. Miss Catania stated that the working group had welcomed the idea of performing a large-scale research project and that one of paying special attention to the gender aspect. Subsequently, Mrs Catania explained that there had been a general agreement in her group of the need for additional training of teachers and managers on WRS and that this should be emphasised in the AP. She also commented on the use of external researchers: trade unions should launch projects on this matter, and be the link for cooperation with schools and research institutions. Concluding the work group report Miss Catania mentioned that a meeting between employers and employees would be beneficial to the implementation of the FA and proposed that ETUCE should perhaps consider giving support in the planning of such meetings.

## **7. Debate and closing remarks**

There was general agreement among the participants that school leadership, research and gender approach were important key perspectives. A wish for a follow up meeting in the future was uttered by Rita Catania (MUT). On her side, Monica Konczyk (KSN Soldiarnosc) underlined the idea issued from work group one, on the creation of a website, as a very good initiative. It should be a specific teacher trade union forum, where union members and teachers could exchange good and bad practices.

Information on the implementation of the FA should be available for all at the website.

### ***7.1. Closing remarks by Martin Rømer***

Martin Rømer began his closing remarks by highlighting the need to continue the work on EU level by trying to look for resources in order to carry out a thorough research. He also emphasised the need to identify all the players in the field. Mr Rømer stressed that there should not only be focus on the negative elements and problems at the schools and added that good practices should be identified and spread. In addition, Mr Rømer stated that ETUCE and its member organisations should make an effort to find all the research results available. In this context, ETUCE commits itself to try to identify funding possibilities at EU level to hopefully help with the advancement of further research.

The ETUCE General Secretary commented on the suggestion for a website and stated that ETUCE will consider this option. However, he clarified that developing such an instrument in all EU languages would be extremely difficult, due to the limited resources of ETUCE Secretariat. ETUCE will in any case commit itself to disseminate information about good practices back to the member organizations. Mr Rømer stressed the need to incorporate the gender aspect more in the work on stress. Also young teachers need to receive extra support and training, but it should not be forgotten that older teachers also struggle with many problems such as curriculum changes, the further inclusion of ICT in education, etc. Concerning future work, ETUCE will make it possible for the discussion to continue. Mr Rømer underlined that this was not meant as a single event. All ETUCE projects are aimed at developing ETUCE policies on concrete subjects. Consequently, the ETUCE work on WRS will continue. Nevertheless, Mr Rømer explained that ETUCE does have limitations. He concluded his remarks by expressing his hopes that the member organisations can use the experiences shared in connection with this project, and that the information gathered will be disseminated to national trade union networks.

Finally, Mr Rømer thanked the participants and especially Henrik Billehoj and the Steering Committee members for their daily work on the project. He thanked the speakers and the interpreters for their efforts, and the MUT for their hospitality in providing a nice view of Malta.

## 8. Annexes

### 8.1. Annex 1 : Conference Agenda

#### DRAFT AGENDA

**Closing Conference  
of the project "Improving expertise on teachers' work related stress and  
assisting ETUCE member organisations in implementing the ETUC-  
UNICE/UEAPME-CEEP autonomous Framework Agreement"**

**19<sup>th</sup> and 20<sup>th</sup> November 2007  
Dolmen Resort Hotel, MALTA**

#### **Sunday, 18<sup>th</sup> November 2007**

→ Arrival

#### **Monday, 19<sup>th</sup> November 2007**

09:00 – 09:30

#### ***Registration***

09:30 – 09:45

#### ***Opening session:***

Presentation of the project background and aims

By Ronnie Smith, President of the EI Pan-European Structure

09:45 – 10:15

#### ***Social dialogue at EU level***

By Tobias Müllensiefen, European Commission, Unit for Industrial Relations and Social Dialogue, Employment, Social Affairs and Equal Opportunities DG

10:15 – 10:45

#### ***Final report on the ETUCE survey on teachers' work related stress***

By Henrik Billehøj, project expert, DLF, Denmark

10:45 – 11:10

#### ***Coffee break***

11:10 – 11:40

#### ***Implementation of the Social Partners Framework Agreement on work-related stress: intersectoral and sectoral perspectives***

Presentation by Elena Jenaro, ETUCE Project Assistant

11:40 – 12:40 ***Teachers and stress: examples of national implementation strategies from the education sector***

Good examples from Germany, Sweden and Malta

12:40 – 14:30 ***Lunch***

14:30 – 16:00 ***Working groups based on the good examples***

16:00 – 16:30 ***Coffee break***

16:30 – 17.30 ***Reports from the working groups***

19:30 ***Dinner***

**Tuesday, 20<sup>th</sup> November 2007**

9:30 – 10:00 ***ETUCE Draft Action Plan on teachers' work-related stress***  
By Martin Rømer, ETUCE General Secretary

10:00 – 11:00 ***Working groups on the ETUCE Draft Action Plan***

11:00 – 11:30 ***Coffee break***

11:30 – 12:15 ***Reports from the working groups***

12 :15 – 12 :30 ***Closing remarks***  
By Martin Rømer, ETUCE General Secretary

## 8.2. Annex 2 : Participants list

<b>ETUCE Seminar on Work-Related Stress</b>			
<b>Malta, 19-20 November 2007</b>			

<b>Country</b>	<b>Organisation</b>	<b>Name</b>	<b>First Name</b>
Austria	GOD	Rainer	Jurgen
Austria	GOD	Riegler	Walter
Austria	GOD	Skala	Helmut
Bulgaria	SEB	Damianova	Kounka
Croatia	TUWPSEC	Strugar	Bozena
Cyprus	POED	Avraam	Lazaros
Cyprus	KTOEOS	Eylem	Selma
Cyprus	OELMEK	Fotiou	Spyros
Cyprus	POED	Kasoulides	Andreas
Cyprus	KTOS	Shener	Hassan
Cyprus	KTOEOS	Tuzel	Ziya
Cyprus	OLTEK	Zanneti	Chrytalla
Denmark	DLF	Billehøj	Henrik
Denmark	BUPL	Smith	Ane
France	SNES	Labaye	Elisabeth
France	SNUipp FSU	Maffre Viale	Corinne
Germany	GEW	Jenter	Anne
Germany	GEW	Nubling	Matthias

Germany	FFSA	Triebe	Manfred
Germany	GEW	Uwe	Kriesch
Germany	GEW	Boese	Renate
Greece	OLME	Kaldis	Andreas
Greece	DOE	Triantafyllos	Oikonomou
Greece	OLME	Voutsina	Maria
Hungary	PDSZ	Kerpen	Gabor
Ireland	INTO	Kelleher	Declan
Latvia	LIZDA	Baskere	Baiba
Lithuania	CTUEW	Usavicienne	Irena
Malta	MUT	Bencini	John
Malta	MUT	Bonello	Kevin
Malta	MUT	Casaru	Anthony
Malta	MUT	Catania	Rita
Malta	MUT	Fenech	Joseph
Norway	UtdanningsForbundet	Kolstad	Lasse
Poland	KSN Solidarnosc	Ewa	Zelazna
Poland	Skoiw Nszz	Konczyk	Monika
Poland	KSN Solidarnosc	Seidler	Teresa
Portugal	SINDEP	Chagas	Carlos
Portugal	FNE	Dias	Augusto
Portugal	FNE	Nunes Coelho	José Ricardo
Roumaine	FNS ALMA MATER	Grigoras	Stefan



Serbia	TUS	Visnic	Borka
Slovakia	ZPSaV NKOS	Cakajdova	Katarina
Slovakia	ZPSaV NKOS	Huttova	Kristina
Slovenia	ESTUS-SVIZ	Modrijan	Sandi
Slovenia	ESTUS-SVIZ	Slivar	Branko
Spain	STES-I	Aviles Martines	Jose Maria
Sweden	Lärarforbundet	Eklund	Anders
Sweden	Lärarforbundet	Ekstrom	Gabriella
Sweden	Lärarforbundet	Filipsson	Conny
Sweden	Lärarforbundet	Persson Doragrip	Maria
UK	SSTA	Amos	Douglas
UK	EIS	Devany	Kirsty
UK	EIS	Smith	Ronnie
Expert	European Commission	Muellensiefen	Tobias
Interpreter		Gonzales	Cristina
Interpreter		Herzet	Dominique
Interpreter		Lewis	Kathy
Interpreter		Roland	Melanie
	ETUCE	Romer	Martin
	ETUCE	Obretenova	Iva
	ETUCE	Jenaro	Elena
	ETUCE	Ibsen	Martin







**European Trade Union Committee for Education  
Comité syndical européen de l'éducation**

Bd du Roi Albert II, 5 – 9th Floor  
B-1210 Bruxelles, Belgique

T + 32 2 224 06 91/2  
F + 32 2 224 06 94

*secretariat@csee-etuice.org*  
*www.csee-etuice.org*