ESSDE Work on Health and Safety in Education

EU-OSHA Webinar on ESENER in Education Report
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European Federation of Education Employers (EFEE)

- Representative of education employers and formal education providers
- 60 national institutions and organisations from 28 European countries
- Representing over 150,000 schools in Europe, employing 6 million teachers
European Trade Union Committee for Education (ETUCE)

- 125 education trade unions in the European region.
- 11 million teachers and education employees (early childhood, primary schools, secondary schools, higher education and research, vocational training and professional development).
- Founded in 1975.
- European region of Education International.
- European Trade Union Federation for the education sector.
- European Region of Education International.
- European Social Partner in Education on EU level.
European Social Dialogue Committee for Education (ESSDE)

Social dialogue in education covers all levels of education:
- Early Childhood Education.
- primary and secondary education.
- vocational education and training.
- higher education and research.
- teaching, management and administrative staff.
Occupational Health and Safety in Education

- Views of European Sectoral Social Partners in Education
- Joint work of the ESSDE Committee
- Psychosocial risks
- Working conditions and attractiveness
- Violence and harassment
- Digitalisation
- Risk assessment
Psychosocial risks in education
APRES COVID: Addressing Psychosocial risks in education (2023-2025)

Priorities

• Identify the long-term impact of the COVID-19 pandemic on psychosocial risks in education;

• Identify effective practices of education social partners in addressing psychosocial risks teachers, academics, other education personnel and school leaders;

• Assess the effectiveness of and revise the Joint Practical Guidelines to Prevent and Combat Psychosocial Hazards in Education;

Activities

• 3 national case studies
• Training Seminar
• Research report
• Final Conference
Working conditions and attractiveness of the teaching profession
Towards a Framework of Actions on the Attractiveness of the Teaching Profession

Objectives

• Continue joint efforts to **find common solutions** to make the teaching profession more attractive, within quality education institutions that are **inclusive, learner-centred, and sustainable**;

• Facilitate **exchanges of good practices and experiences** between different countries with regard to raising the attractiveness of the teaching profession;

• Raise the awareness of policy and decision-makers, as well as of the public at large on the lack of attractiveness of the profession, especially for the younger generations.
Violence and harassment in education
• **2011**: Multisectoral guidelines to tackle third-party violence and harassment in the workplace.

Aim: Ensure that each workplace has a results-oriented policy addressing third-party violence.

• **2013**: Step-by-step practical Guidelines to encourage implementation sectoral social partners in education at the national, regional, and local level.

• **March 2023**: New commitment of the ESSDE to engage in negotiations for a possible revision of the Multisectoral Guidelines.
Digitalisation and evolving education settings
E-Speed: Opportunities and challenges of digitalisation in education (2020-2022)

Objectives

• Maximise opportunities of digitalisation.

• Minimise risks for both workers and employers.

• Identify good practices for ensuring equal access to digital skills, facilitate exchanges among TUs, education employers, ed. Authorities

Issues identified:

❖ Cyberviolence and cyberharassment,
❖ Psychosocial risks
❖ Technostress
❖ Right to disconnect
❖ Privacy
Risk assessment in education institutions
OiRA project for ECE and secondary education

In 2018, ETUCE and EFEE launched the joint project “OiRA - Online Interactive Risk Assessment Tool” in collaboration with the EU-OSHA to develop OiRA tools for early childhood education and secondary education.

The tools enable education institutions and staff responsible for OSH prevention to:

- **Take stock** of existing occupational health and safety measures and **address** what is missing, in light of EU OSH legislation;
- Develop a timed and precise **action plan** to improve OSH measures;
- Be able to identify and evaluate the occupational health and safety hazards specific to their institutions and to generate a **report, overviews of risks and of measures**, in addition to the action plan.
OSH4EDU Project 2020-2021

Promotion and dissemination of OiRA tools via 2 Interactive Online Workshops to:

• **Raise awareness** on the possibilities of implementing an OIRA-tool into national settings
• **Share knowledge**, experiences and challenges between education employers and trade unions representatives on the use of risk assessments at different levels of education
• Explore the **possibility to develop an OiRA-tool** for the HER and VET sectors

→ Main risks identified by participants are related to Covid-19
→ OiRA tools most useful for identifying potential risks and hazards (including psychosocial) and for setting up an action plan
OiRA project for Higher Education & Research

• In 2023-2024, EFEE, ETUCE and EU-OSHA continue their cooperation to jointly create an online interactive risk assessment tool for higher education and research.

• Just like previous OiRA tools, the OiRA tool for HE&R will serve as a “model” tool for risk assessment to be adapted to the national level.
Questions and Answers

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