



**Education International (EI)
European Trade Union Committee for Education (ETUCE)**

Study on Stress:

The cause of stress for teachers, its effects, and suggested approaches to reduce it.

In collaboration with the World Health Organisation (WHO)

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Introduction

1999 Seminar on Health and Health Education

In October 1999, the European Trade Union Committee on Education (ETUCE) and Education International (EI), in collaboration with the World Health Organisation (WHO), held a training seminar on health and health education. One particularly important message conveyed during the seminar was that the teaching profession is not free of risk and occupational illnesses. In fact, it was noted that an increasing workload on teachers is a tendency being seen in several European countries which is leading to a rise in illness, particularly stress-related illnesses. Stress plays a significant role on both sides of these illnesses. In some cases it is a cause, and in others, the effect. For example, some of the factors that may come into play in illnesses affecting teachers are nervous overload, disappointment and frustration, socio-economic aspects, lack of job stability and security, the school environment, the lack of social recognition, and organisational aspects of administration of the school.¹ Furthermore, the impact of these illnesses on workers in education can result in the adoption of dogmatic and authoritarian measures, making the job routine and taking little initiative, absenteeism, depression and stress, requesting a transfer, and leaving the profession (Report, October 1999).

Relevance of stress and the rationale behind the survey

Undoubtedly, the issue of stress in the teaching profession is a topic meriting further discussion and research. Within the discussion of trade union policy at the European level, there were a number of items for action delineated within the scope of health and safety for education staff. One of the proposed actions submitted under the concluding remarks and recommendations from the seminar was the launch of a study on the causes of stress for teachers, its consequences and the means to combat it. Education International and the European Trade Union Committee for Education initiated the survey on stress as experienced by teachers and education staff in response to the conclusion of this seminar, and this report is based upon the responses and results of that inquiry. The survey addressed all Central and Eastern European member organisations of Education International.

Objectives of the study

Therefore, considering the objectives of the study, this report will aim to accomplish the following:

- To provide the general background to the discussion on stress at the workplace in Europe, so as to "set the stage" and formulate a basis from which to begin.

¹ Other common stressors in the workplace that also apply to the educational environment are inadequate time to complete job to personal and others' satisfaction; no recognition, or reward, for good job performance; no opportunity to voice complaints; many responsibilities, with little authority or decision-making capacity; uncooperative or unsupportive superiors and co-workers; no control, or pride, over the finished pride of the work; exposure to prejudice regarding age, gender, race, ethnicity, or religion; exposure to violence, threats, or bullying; unpleasant or hazardous physical work conditions; no opportunity to utilise personal talents or abilities effectively; or any combination of the above.

- To review and summarise recent theories and concrete discoveries on the causes, effects, and risks of stress as experienced by teachers and education staff.
- To successfully consolidate the current findings on best practice and the most effective measures and methods to prevent and combat stress.
- To coherently assimilate the propositions in order to build a foundation for further recommendations for future actions intended to reduce and prevent stress in the teaching environment.

Work-related Stress in Europe

An overview of the issue: Current trends and findings

Definitions and frameworks

In the conceptualisation, the review of scientific literature on stress reveals three distinct, yet overlapping, frameworks: engineering, physiological, psychological. Of these three approaches, the contemporary conclusion points to the third one since it is founded in terms of the dynamic interaction between the person and their work environment. Within the scope of the workplace, stress is a part of and reflects a wider process of interaction between the person and their work environment. There is a growing consensus on the definition of stress as a negative psychological state with cognitive and emotional components, and on its effects on the health of both individual employees and their organisations (*Research on Work-related Stress*, 2000). Stress may be experienced as a result of exposure to a wide range of work demands, and in turn, contribute to an equally wide range of health outcomes.

The most widely recognised model illustrating this relationship is the Cooper model of the stress process. It demonstrates that there is a strong relationship between stress and health, not only for the individual but also for the organisation he/she works for. The sources of stress on the individual may then have a direct impact on their personal health and well-being with respect to drastic behavioural changes, disease or mental illness. However, the symptoms of stress may also manifest themselves in the organisation itself resulting in high absenteeism, poor quality control, and apathy for example.

In terms of occupational risks, stress is one of the main links between hazards and health. Although stress is a conscious state, individual awareness of the extent of that state differs according to the stage in the development. According to *Research on Work-related Stress*, the stress process is marked by a series of connections and relationships:

- between the objective work environment and the employees perceptions of work;
- between those perceptions and the experience of stress; and
- between the experience and changes in behaviour and physiological function and in health.

Moreover, these relationships cannot solely be limited to workplace as a setting. One's roles and relationships outside the workplace may cause a certain amount of conflict and, hence, stress. In addition to the variables in the working environment, there are a number of individual characteristics and variables that must not be left out of the equation. Although this is an area that requires a great deal of work and further research, the fact that individual coping mechanisms and competencies also play a role. Factors such as family status and age may not be easily accounted for in terms of their influence, yet they need to be included in the overall evaluation.

General review of work-related stress in today's Europe

The European Agency for Safety and Health at Work² held a conference on *The Changing World of Work* at the end of 1998 to highlight aspects of the health and safety impact of the

² In order to encourage improvements, especially in the working environment, as regards the protection of the health and safety of workers as provided for in the Treaty and successive action programmes concerning health

changing global economic and social environment, and the conclusions focused on numerous new challenges to be faced in improving occupational safety and health in Europe in the future. With respect to safety and health challenges, it was noted that there is a general trend towards increasing working hours, work pace and work load that has had an effect on accident rate and stress at work.³ A number of major trends were recognised such as the use of new technologies, increasing occupations in the service sector, new forms of work, integration and globalisation, ageing of the workforce, and raising employability through new qualifications (*Magazine: "The changing world of work"*). These trends may have positive impacts, but they also have negative consequences.

The European Agency for Safety and Health at Work supports the exchange of information between the fifteen European Member States in this field. Following the above noted conference, the Agency compiled reports containing national research priorities, other studies and the results from an expert seminar to discuss future OSH research needs and priorities. The document, *Future Occupational Safety and Health Research Needs and Priorities in the Member States of the European Union*, assembles all of the data necessary to make an overall European analysis. Ten main priorities were identified, each one mentioned by at least two thirds of Member States as future research priorities. It is apparent that there is a strong interest in health as well as safety aspects in the prevention of occupational risks. Psychosocial issues, ergonomics and chemical risk factors emerged overall as the top priority areas for future research for nearly all Member States, and within the field of psychosocial issues, particular emphasis was placed on stress at work. Furthermore, the issues has been given so much importance within the European context, that the Agency gave it high priority in its work plan for the year 2000. Ongoing projects on stress at work were continued in the areas of good practice and research.

A priority area for action in Europe

Work-related stress is conditioned by, and contributes to, major environmental, economic and health problems. It affects at least 40 million workers in the 15 EU member states and costs at least 20 billion ECU annually. It contributes to a host of human suffering, disease and death. It also causes very considerable disturbances in terms of productivity and competitiveness. And much of all this is highly likely to be preventable (*Guidance on Work-related Stress*, iv).

Therefore, one is faced with a challenge. As the knowledge and awareness of the causes and effects of work-related stress increases, the necessity for prevention and new methods of management and evaluation arises. The growing evidence of the link between work-related stress and its impact on health and well-being leaves employers and decision and policy makers with a burden of responsibility to take action in this area.

With respect to a division of roles and duties in addressing stress in the workplace, one must place the issue within the broader spectrum of health and safety. Four initial questions surface:

- What is the role of the EU in the field of health and safety?

and safety at the workplace, the aim of the Agency shall be to provide the Community bodies, the Member States and those involved in the field with the technical, scientific and economic information of use in the field of health and safety at work.

³ More than half of the 147 million workers in the EU labour market report working at a very high speed, and to tight deadlines. Two EU-wide surveys have shown that a substantial proportion of them are exposed to a variety of work-related demands or stressors, known, or highly suspected, to be stress- and disease-inducing.

- How can legislation be more effective?
- The link between employability and health and safety: economic cost?
- How should the new risks be addressed?
-

Reflection on these and other important questions is fundamental in forming a sound basis for an effective and holistic approach.⁴

According to the EU Framework Directive, employers have a "duty to ensure the safety and health of workers in every aspect related to the work." The Directive's principles of prevention include "avoiding risks", "combating the risks at the source", and "adapting the work to the individual". In addition, the Directive states that it is the employers' duty to develop " a coherent overall prevention policy" (*Guidance on Work-related Stress*, iii).

⁴ These four questions have been focused upon in a report published in December 1999 by the Economic and Social Committee of the European Communities entitled "Health and safety in the workplace - Application of Community measures and new risks". (Available at http://www.ces.eu.int/en/docs/fr_docs_op_December.htm)

Stress as experienced by teachers and education staff: The nature and sources of the problem

Education International received a total of twenty-five responses from its members in Europe. The responses came from sixteen countries, and they are representative of all areas of Europe (central, eastern, northern, southern, and western).⁵ All of the members agreed that this is an area of high priority for teachers. There was great deal of consensus on the sources of stress for teachers; however, the level of research and action already undertaken differed amongst countries. A number of the responses included reference to relevant national studies and reports.⁶

What are the main causes of stress?

There was a noticeable widespread agreement on the factors causing or contributing to teachers' stress across all countries surveyed in Europe. Although the extent of influence of each factor on the level of stress might have varied, the same causes were repeatedly cited, regardless of the country.

The main point of concurrence was that the focus of this issue should not be the individual, but the organisation. Work-related stress must not be seen as a sum of many individual problems, but rather it is an issue to be approached from the perspective of the organisation - how jobs and workplaces are designed and the way in which work is organised and managed. It is these organisational obstacles that hinder the teacher in serving their profession with a quality that lives up to the standards set by society, the school and the teacher.

Therefore, it is important how and in what context stress is defined. It was noted that it is important to find a common definition as a starting point, since this is an area where cultural differences may have implications. Yet defining the problem as "organisational" clearly makes stress an issue of Occupational Health and Safety, and hence it merits to be treated as such.

One can defer from a number of studies that it is not the personal characteristics of the teacher, nor the type of school, but rather the amount of stress present in the job that distinguishes different stress levels. One study went so far as to propose that stress appears to be an intrinsic part of teaching. Although there are variances in impact and job satisfaction, the presence of stress, with common causes across countries and school systems, is undeniable.

The grouped listing below attempts to organise the causes cited by category. The causes are not listed according to their impact nor in order of importance, but rather they all appear due to the recognition by the majority of the respondents as some of the most influential factors mentioned.

Professional skills

New teaching methods

⁵ See Annex I for list of those who responded.

⁶ For an annotated bibliography of these studies, by country, refer to Annex II.

- Changes in curriculum and courses
- Adaptation to changes in information and communication technology
- Inadequate training and continuing education

Economic pressures

- Inadequate salary
- Job insecurity

Students

- Drugs, violence, aggression
- Increased class size per teacher
- Lack of pupil motivation, attention and interest
- Decrease in discipline
- Grading and assessment
- Target setting and meeting targets

Difficult parent/teacher relations

- New demands regarding roles of the teacher
- Responsibility for overall student welfare
- Decreased parent participation

Poor planning and programming

- Constant restructuring
- Frequent reforms in the vocational educational system
- Working alone and the transition to team work
- Lack of personnel and poor allocation
- Strong administrative hierarchy with a lack of support
- Insufficient financial resources

Social and personal pressures

- Teachers' own ambitions
- Concerns about the quality of education
- Lack of coherence between personal goals and professional obligations
- Social position - no recognition or acknowledgement
- Lack of public esteem
- Society demands on the duty of a teacher in a child's upbringing

The school as a stressful workplace

- Excessive workload and hours of work , lack of time
- Lack of control and autonomy
- Environmental noise, poor ventilation
- Lack of solidarity and morale
- Problems with hygiene and security
- Excessive paperwork and administrative duties
- Discrimination and workplace bullying
- Lack of sufficient and up to date teaching material, equipment, and class rooms
- Solitude and isolation

It is apparent that the majority of causes are related to how work is organised, and following that are societal and personal pressures related to the teaching profession. With regard to professional development, there is a lack of training and continuing education available to keep up with the changes in teaching methods, curriculum, and aid materials. Furthermore,

education policy reform and political restructuring tend to bring a heavy burden upon teachers, not only relating to the implementation of changes but also in terms of job security. Frequent budget cuts were cited as a major factor in this area. Teachers are not remunerated according to the same salary scale as a majority of other professions, and this weighs heavily upon them financially and sends a message that their work is not highly valued.

Although the students were not noted as the main source of stress, it is rather that the organisational structure has not determined how to empower teachers to best deal with specific student issues. They are not always equipped with the proper means to handle the increase in violence and aggression; the lack of attention, interest and motivation; disciplinary problems; drugs; and an expanding class size per teacher. These challenges are only worsened by increasingly poor parent - teacher relations and decreased parent participation. The teacher experiences greater pressure from parents and society as a whole to play a larger role in the upbringing of a child - not only concerning ethical issues but also providing assistance and counselling for issues such as suicide, bulimia, abortion, and divorce. The responsibility for students' overall welfare and well-being is a strain resulting in stress for teachers. It was also noted that women are often more susceptible to work-related stress due to a number of other outside pressures, such as having the same type of emotional and psychological responsibilities at home and at work, for her family and her students.

The school is also viewed as a stressful working environment both physically and psychologically. Lack of financial resources for sufficient materials, class rooms and equipment; environmental noise; poor ventilation; and problems with hygiene and safety are just some of the bad working conditions. These are coupled with a lack of time and unrealistic workload, excessive paperwork and administrative duties, lack of personnel and allocation, and a strong administrative hierarchy with a lack of support. A combination of these factors places the environment in a position of low morale and lack of solidarity, and often the teacher experiences enormous isolation, being alone against their class. This causes a great deal of stress because these feelings clash with the teacher's personal ambitions and goals for fulfilling their job and providing a quality education, and the educator is left at a loss. The role of administration is crucial in handling these risks, and it must aim to balance the organisation of work, human resources management, employee supervision and job performance evaluation.

How are the effects of stress manifested and what are the risks?

The ways in which stress manifests itself are generally referred to in terms of behavioural, physical or psychological outcomes. Overall, teachers manifesting high levels of stress also show signs of high levels of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as well as decreased job satisfaction.

Stress is a major risk factor in the physical and mental health of a teacher, and the effects may be both short and long term. Many surveys have concluded that work-related pressure has dramatically increased for teachers in the 1990s. Teachers experiencing high levels of work-related stress can develop a sort of "stress syndrome" that combines their stress with negative emotions like anger, fear and helplessness. This syndrome can make it difficult for them to relax in their spare time, have a negative impact on their health and well-being, greatly interrupt their interpersonal transactions, and negatively interfere with their non-professional and family life. It is important that teachers understand that, in education, there is a profound need for restoration, relaxation and rejuvenation, and they should be allowed these things without feeling guilty. Prevalence of stress or a stress-related illness is often associated with

shame, guilt and a loss of pride and dignity. Aside from feeling a lack of support for their job, most teachers feel that their employers also fail to look after their health and safety. Some of the more commonly reported stress-related illnesses are high blood pressure, migraine headaches, recurrent virus infections, irritable bowel syndrome, stomach ulcers, asthma, and depression.

However, one of the greatest risks of stress is the decrease in the quality of education and the reduction in teacher effectiveness. The combination of all of these elements means that the overall quality of education provided by the institutions also suffers. The ramifications of stress for the entire organisation can be widespread. An organisation affected by stress may display the following symptoms:

- High levels of sickness and absenteeism,
- Frequent and severe accidents,
- High labour turnover,
- Dysfunctional personal relationships,
- Apathy among the workforce,
- Poor quality and low levels of performance.

Current methods of combating the problem: Case studies

An inventory of measures and arrangements aimed at preventing and reducing stress

A great deal of the work that has been accomplished thus far is a result of the research conducted to date, and it is based upon the findings that progress has been made. The issue of stress as experienced by educators is being attacked on a number of fronts: legislatively, institutionally and personally. Within each of these fronts, there is a two-fold approach: prevention and management. Efforts are focused on future stress prevention; however, one must not lose sight of the need for current stress reduction and management.

Case study: Ireland - Second Level Teacher Stress Prevention Project

Following a national survey on teacher stress in 1991, one of the key recommendations was the implementation of a pilot project to develop stress prevention strategies for schools in which the emphasis is on tackling the causes of stress in the individual school. This project was developed with the financial assistance of the EU SAFE Programme under LEONARDO. The transnational partners included teachers and public sector occupational health consultants in the Netherlands and in Catalonia. Essentially, the pilot project developed a methodology aimed at stress prevention based on developmental work carried out by teams of teachers in schools in the project countries. The work of these teams was collated at a number of transnational meetings and the final product - a stress prevention manual - reflects the practical experiences of teachers in everyday teaching environments. Subsequent to the completion of this manual, the Irish second level teacher unions secured funding from the Department of Education and Science to further develop the stress pilot project. Phase 2 of the project will consist in the training and assignment to schools of a Panel of Facilitators to assist school staff in implementing the stress prevention methodology. This training process will take place in approximately 40 schools over a period of 18 months and will subsequently be evaluated with a view to its further dissemination in all second level schools. Phase 2 of the stress initiative - the School Development and Planning Initiative - and schools will be able to use monies allocated under this Initiative to contract in trainers from the Stress Prevention Panel of Trainers.

Nevertheless, considering so much is being done to bring the issue of teacher stress to the surface and demand recognition and understanding, little is actually being done concretely. It is true that a number of countries are ahead of others in terms of implementing programmes, effectively lobbying for better legislation, and advocating for employers to be held responsible for fulfilling their duties through successful litigation. However, in some countries, there is very little being done to combat the problem, although the existence of the problem is acknowledged both by the Ministry of Education and the teachers' unions. There must be a movement towards action on behalf of the governments, from within the Parliaments, to set an example.

Case study: Spain - Health and Safety Law

The Health and Safety Law (*Ley de prevencion de Riesgos Laborales*), adopted in Spain in 1996, pointed out the need of establishing a preventive approach or "culture" in matters of work organisation and working conditions. Such a preventative approach implies the need for setting up objective methods of assessment, including from the workers point of view. Due to this individual and collective duty, the FE - CC.OO. carried out a survey in May 2000 aimed at studying different items related to the health and safety among the Spanish teachers in the public sector. Concrete aims of the survey were:

- To measure the degree of teachers' knowledge about the contents of the Health and Safety Law,
- To assess the relationship between quality of education and health and safety,
- To get the teachers' reactions to the preventive "culture" in matters of health and safety,
- To see teachers' appreciation about educational practice from a psychosocial perspective.

The main risks present among Spanish teachers were those related to psychic effort, stress and burn-out syndrome. Current measures taken by various academic authorities in order to better cope have not adequately taken the relevance of these facts into account, although there have been some minor actions. The Health and Safety Law is not being put into practice. In response, the FE - CC.OO. has promoted sixty-two measures aimed at organising the work done at schools from the perspective of the Spanish teachers' integral health and safety.

One may also base action on an interactive model involving a school-based approach. In the United Kingdom, this type of approach for stress management has been encouraged since the early 1990s. There are also a number of tools in place for assessment list checklists for spotting stress symptoms and forms for tackling stress at the workplace and evaluating progress. Group discussion and self-assessment are highly encouraged.

Case study: United Kingdom - "Action Plan for Schools"

The National Union for Teachers (NUT) / Nottingham University "Action Plan for Schools" was drawn up in 1990 by Nottingham University stress specialists as part of a pioneering stress research project carried out for the NUT. It sets out the basis for a school-based stress management programme which emphasises that the major cause of teach stress is the way teaching is organised and that this area must be tackled in order to tackle the problem of stress itself.

The NUT / Nottingham University "Action Plan for Schools" looks at:

- Delivering education: the "task environment" facing teachers in the school as they address the job of delivering education to the pupils.
- Problem-solving: the extent to which the school works together as a team when dealing with the problems that it faces.
- Development: the way in which professional and personal development are approached in the school.

Legally, the United Kingdom has a very highly developed system to protect the health and safety of workers. Beginning with the *Health and Safety at Work Act* of 1974 up to the most recent *Management of Health and Safety at Work Regulations* of 1999, there have been

numerous acts, codes and laws passed in an effort to protect the worker. In fact, this is a distinguishing factor for the UK. As there is agreement that it is the working conditions that constitute elements fundamental to this issue, it seems apparent that this would be a clear area for legal and judicial intervention. Some countries responded that their legislation did not even hold the cause of stress into account in the area of health and safety legislation. Furthermore, when laws do aim to account for work-related stress, they are rarely practised or enforced.

Case study: United Kingdom - Common and Civil Law

Under common law, employers must take reasonable care to protect their employees and their immediate family from risk of the foreseeable injury, disease or death at work. The effect of this is that if an employer actually knows of a health and/or safety risk to the workforce, or ought in the light of the current state of knowledge to have known of the existence of a hazard, s/he may be liable if an employee is injured or killed or suffers illness as a result of the risk. Employers have a common law duty of care for their employees' physical and mental health and they may be found negligent if any employee develops a stress-related illness or condition as a result of a 'reasonably foreseeable' incident. Employers are bound by their civil law duties to take reasonable care for their employees' health and safety. These duties extend to mental as well as physical health. It is through breach of their civil law duties, that employers may be most vulnerable to litigation for endangering the health of their employees through stress. In 1994 in the UK's first major 'stress' case, John Walker obtained a judgement against his former employer for failure in its duty of care to protect him from a health endangering workload. The John Walker case has established or affirmed many of the current views on civil liability in respect of work stress-related injury.

Recommendations for future action

Please find below some of the most common claims made by teachers' unions and existing studies that are intended to reduce the causes of stress for teachers:

- Better working conditions.
- Ensuring favourable fiscal policy towards teachers in terms of increased salaries and benefits, terms and conditions of employment.
- Recruitment and maintenance of adequately qualified staff.
- Respect from the parents and a commitment to working together with the parent associations.
- A financial commitment from the state to respond to the demands of the 21st century in education, allowing for equipment improvements and modern communication tools.
- Involvement of the teachers and their organisation in the educational system at all levels.
- Integrated health education programmes in the curriculum.
- A firm support system for young people at risk and their families.
- Developing solidarity at the heart of the trade unions, including more international co-operation and professional exchange, in order to reduce the educator's feeling of isolation.
- Better continuing education possibilities and programmes.
- Comprehensive initial and in-service training programmes including: handling criticism and conflict, communication theories, setting achievable goals and limits, stress management, career development.
- A recognition of the teaching profession as valuable and sensitising the society to the be more understanding and helpful rather than critical of the teacher.
- Improved planning and programming including personnel, time and resource allocation.
- Supporting leadership, leadership training and facilitating adaptation to the educational working environment through strengthened support networks.
- Implement preventative and supportive measures of occupational health care - obligatory medical exams at the beginning of the academic year and periodic stress evaluations.
- Concretising the objectives of education and training and integrating quality of teachers working life into education quality assessment and evaluation of professional aptitude.
- More manageable class sizes, an effective code of discipline a decrease in classroom hours per teacher.
- Protecting teachers' rights and their economic and social interests.

Action does not always require direct interventions if there are possibilities to reduce stress from its source. There should be a focus on capacity building and professional development for individual teachers and throughout the educational structure. Supervision is a working method that makes room for reflection and consequently for the experience of being a "teacher in progress" - always learning and growing.

There is a need for continued preparation of legislation and co-operative agreements in order to make necessary recommendations. Once the causes and effects of work-related stress for educators has been highlighted, there must be a move to action and the implementation of recommendations.

One main area that has been identified for future research is the management of stress and its evaluation, rather than going more in-depth on the fundamental nature of stress. Efforts

should be concentrated on stress management interventions at the organisational level, and more adequate and systematic evaluations of interventions are needed. There should also be a focus on converting the current information into a practical and measurable form for use in auditing and evaluating these interventions.

Health and safety for teachers must be taken seriously by employers. All of the concerned parties involved (governments, enforcing agencies, employers and trade unions) must work together at all levels in order to truly have an impact on reducing work-related stress. The data presented clearly illustrates that all of the outlined issues having to do with work-related stress demand a partnership, working together to prevent, control, manage and reduce stress in all its manifestations.

ANNEX I

List of Survey Responses

SEB - Syndicat de Enseignants Bulgares	Bulgaria
Danmarks Laererforening	Denmark
Dtl - Dansk Teknisk Laererforbund	Denmark
EEPU - Syndicat d'Estonie	Estonia
OAJ	Finland
FEN - Fédération de l'Education Nationale	France
SNETAA	France
SNEP - FSU	France
ASTI	Ireland
Lithuanian Teacher's Union	Lithuania
Aob	The Netherlands
UTU - Ulster Teachers Union	Northern Ireland
Laererforbundet	Norway
Norsk Laererlag	Norway
Trade Union Solidarnosc	Poland
Education and Science Employees' Union of Russia	Russia
OZPSAV	Slovakia
ELA	Spain
Federacion de Ensenanza - CC.OO.	Spain
USO - Unión Sindical Obrera	Spain
FETE-UGT	Spain
Läererbund	Sweden

Association of University Teachers

United Kingdom

NATFHE

United Kingdom

NASUWT

United Kingdom

National Union of Teachers

United Kingdom

ANNEX II

In response to the survey, a number of the member unions either included or cited important research and surveys on stress as well as other relevant national documentation on the issue and how it has been handled in their country. Below is a bibliography, organised by country, of the materials submitted and specific references to practical and valuable documents. These may be useful for information exchange, comparing national data and statistics, and in order to review in more depth how the causes, effects, and solutions to this issue are being handled in various countries.

Denmark

Working Environment in the Danish Folkeskole (primary and lower secondary school) in the year 2000. A report from the Research Institute of the Local Authorities (AKF).

France

Lassare, Dominique; Rosnet, Elisabeth; and Wawrzyniak, Michel. *Faire Face.* Adults, adolescents and violence in schools (1994-1997). Reims: Laboratory of Applied Psychology, "Stress and Society".

Ireland

Survey on Teacher's Workload. Belfast: Ulster Teacher's Union, 1998.

Wynne, Richard; Clarkin, Nadia; Dolphin, Ciaran. *The Experience of Stress amongst Irish School Teachers.* Dublin: Work Research Centre Ltd., 1991.

The Netherlands

Berkhout, Zijl, and van Praag. Amsterdam University Foundation for Research into the Economy. *Teachers on the threshold of the millennium: study on job satisfaction among teachers in secondary education.* Amsterdam: AOb, 1998.

Falke and Verbann BV. *A study of the work-related stress experienced at colleges.* Commissioned by Dutch Council for Higher Professional Education. August 2000.

Tasks and job-related stress among supervisory staff in primary vocational education. A study conducted by ITS. June 2000.

Tasks and workload managers in primary and secondary education. A study conducted by Regioplan Onderwijs en Arbeidsmarkt. September 2000.

Work-related stress among education ancillary staff. Netherlands Institute for Employment Issues, Dutch Organization for Applied Scientific Research. October 1998.

Work-related stress among education ancillary staff in special and secondary education. A study conducted by B&A Group. March 1999.

Norway

Mykletun, Reidar J. *Teacher stress: Perceived and objective sources, and quality of life.* Scandinavian Journal of Education Research 28, 1985.

Mykletun, Reidar J. *Work stress and satisfaction of comprehensive school teachers: An interview study.* Scandinavian Journal of Education Research 29, 1985.

Ursin, H. *Stress.* Tanum-Nordli, 1984.

United Kingdom

Craig, Steve. *Tackling Workplace Stress.* Anglia Region Training: NATFHE, 2000.

Help on Work-related Stress: A short guide. London: Health and Safety Executive, 1998.

Health and Safety Commission. *Managing stress at work.* Discussion Document. London: Health and Safety Executive, 1999.

"Oh, Let Us Be 'Suns' Again" - The views of primary teachers on the highs and lows they face in schools and classrooms across England and Wales. London: National Union of Teachers, 1999.

Pressure Points. A survey into the causes and consequences of occupational stress in UK academic and related staff. London: Association of University Teachers, 1998.

Tackling Stress. London: National Union of Teachers, 2000.

"Trust us to do our job" - Survey of the views and attitudes of teachers in secondary schools and sixth form colleges in England and Wales. London: National Union of Teachers, 2000.

The University & College Lecturers' Union. *Harassment at Work - How to Deal with it.* London: NATFHE, 1994.

The University & College Lecturers' Union. *Lecturers' Workload and Factors Affecting Stress Levels.* A research report by Peter Earley, National Foundation for Educational Research. London: NATFHE, 1994.

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