



Psychosocial Risks in the education sector during the COVID-19 pandemic

7th European Trade Union Network meeting on Psychosocial Risks at Work

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Education International - European Region

The teaching profession as a high-risk area

- **Emotional activity based on social interaction...**

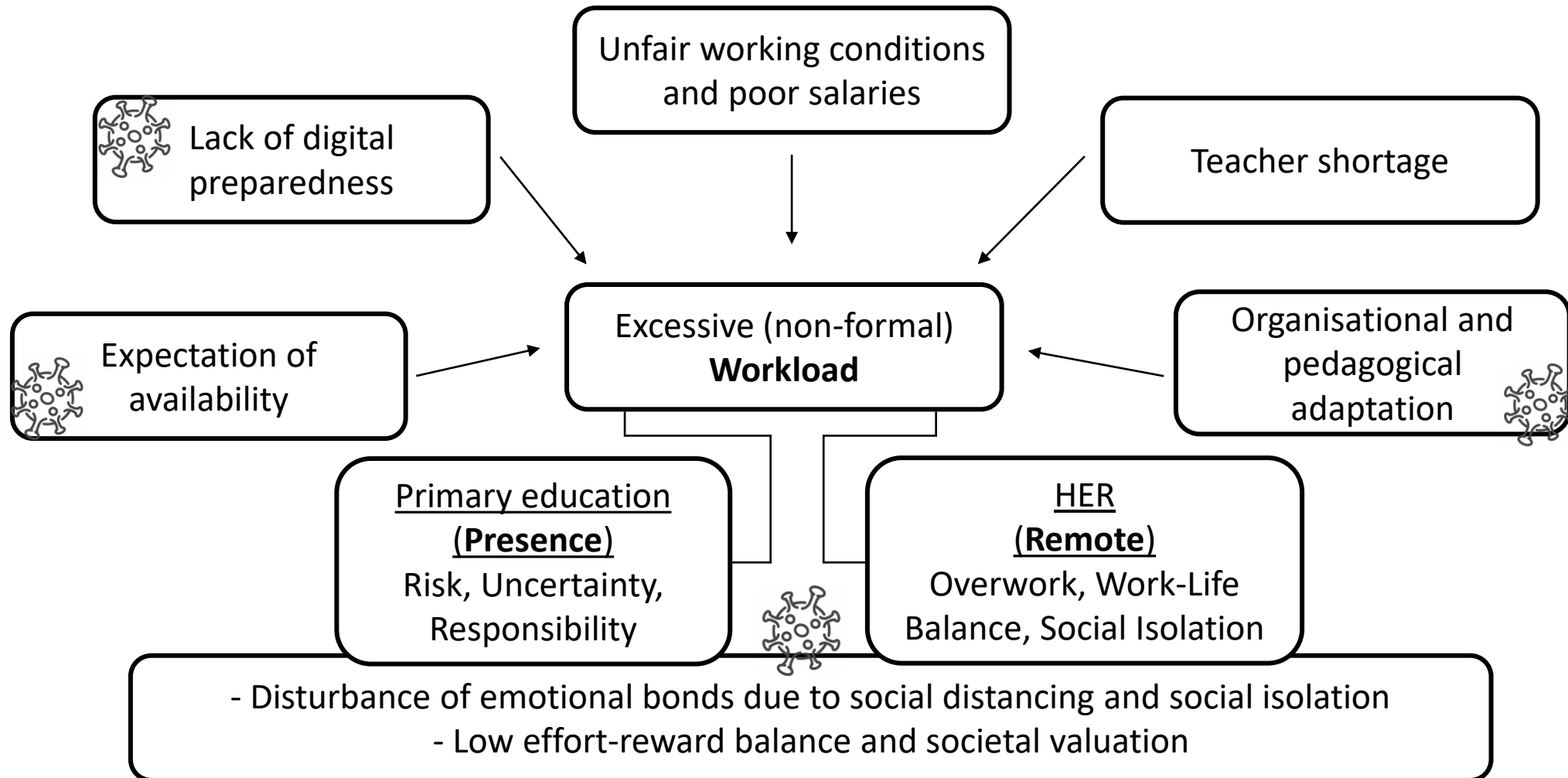
- With students, parents, colleagues
- High sense of responsibility
- Handling expectations and anger
- Third-party violence and disruptive student behavior



- **...in a challenging working environment.**

- Noisy and large classes
- Time pressures and organisational constraints
- Accountability for student health and safety
- geographical and socio-economic differences

The impact of the COVID-19 pandemic on psychosocial risks in education (1)



In a nutshell

Psychosocial risks in education is a combination of...

High Demand

- Non-formal tasks
- Emotional work
- Responsible for health and performance



Little Control

- Lacking inclusion/ consultation in decision-making
- Balancing expectations from parents, students, colleagues
- Teacher shortages influence tasks and workload



Lacking Support

- Bad working conditions and low salaries
- Insufficient support in digital literacy, equipment and infrastructure
- Social isolation hinders support by colleagues and peers

According to **31% of education social partners** surveyed during the Covid-19 pandemic, **psychological risks** are the main occupational hazards in the education sector.

Source: Survey within the OSH4EDU project by ETUCE and EFEE

Further insights on the impact of Covid-19 on PSR in education (1)

Figure 1. Employees feeling emotionally drained by work (By Sector)

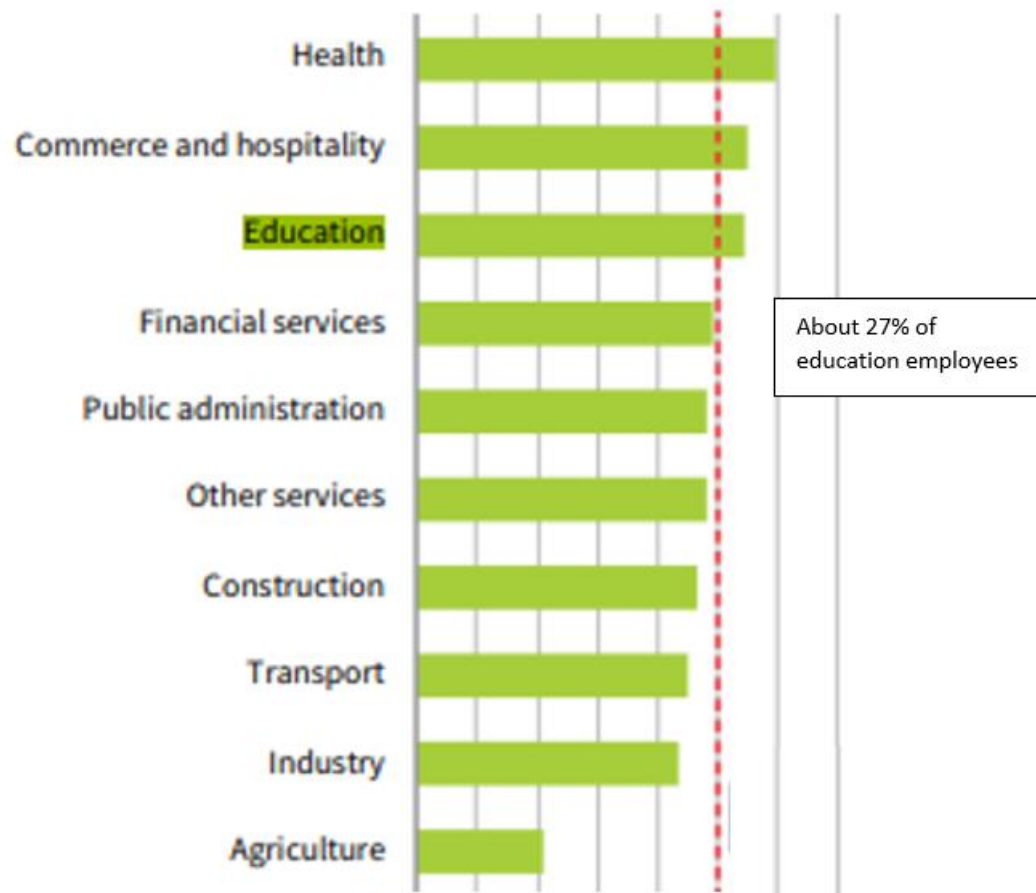
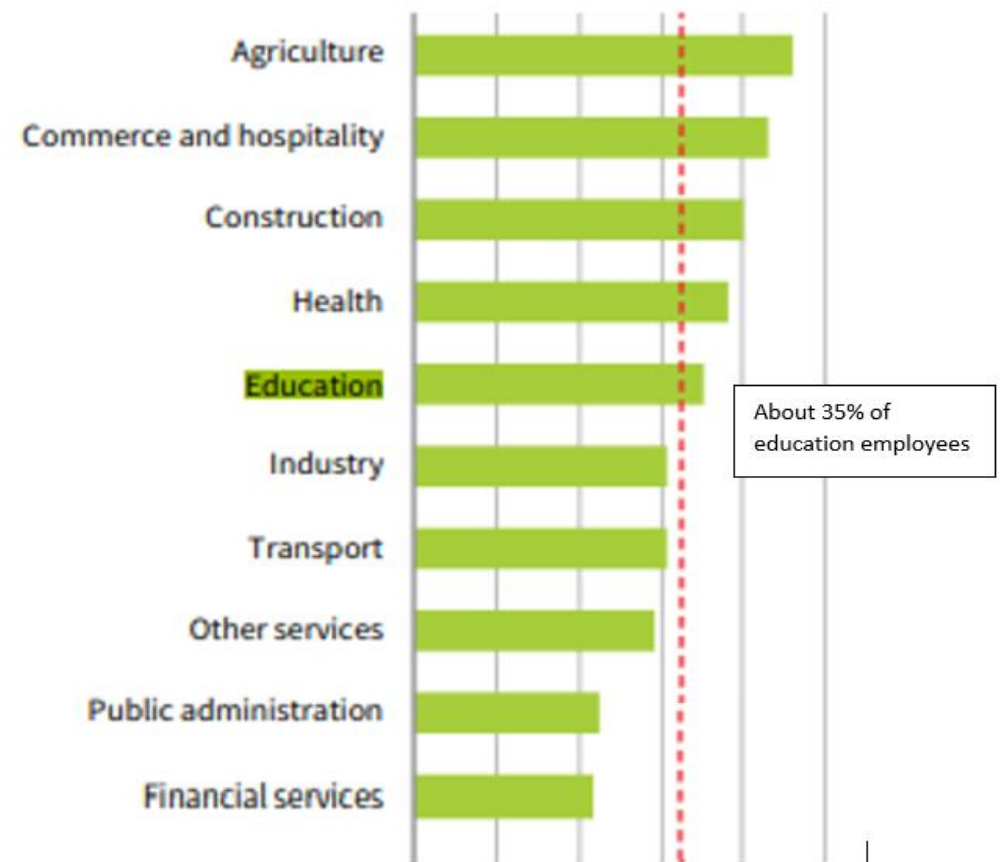
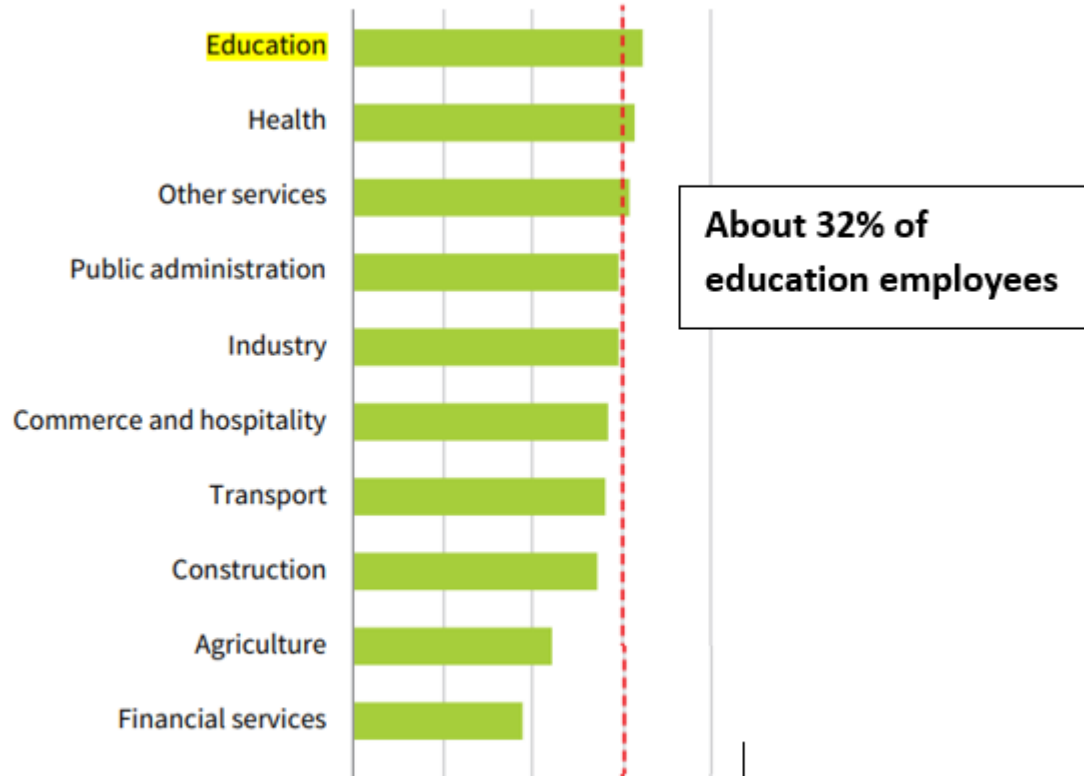


Figure 2. Employees feeling exhausted at the end of the working day (By Sector)



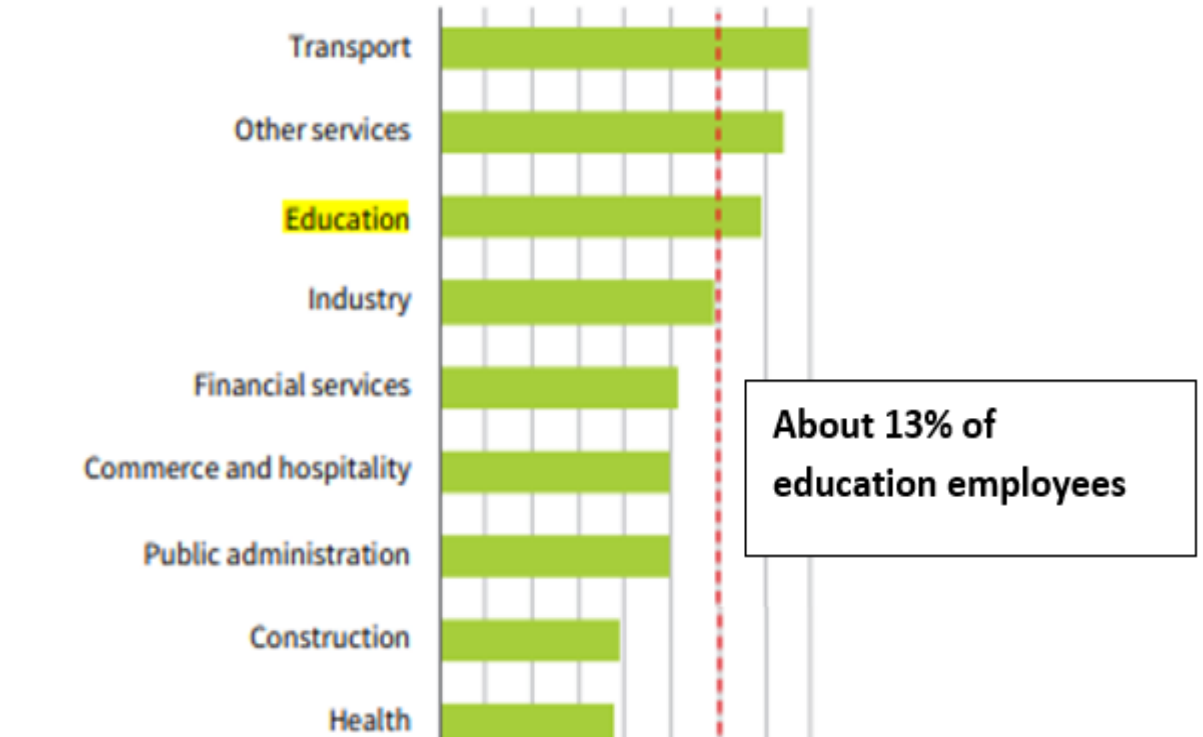
Further insights on the impact of Covid-19 on PSR in education (2)

Figure 3. Employees reporting high quantitative demands (By Sector)



Source: Eurofound (2020), Living, working and COVID-19. COVID-19 series, Publications Office of the European Union, Luxembourg

Figure 4. Employees reporting to feel isolated while working during the pandemic (By Sector)



Source: Eurofound (2020), Living, working and COVID-19, COVID-19 series. Publications Office of the European Union, Luxembourg



Consequences of PSR in education during the COVID-19 pandemic

- **Physical, psychological and social** consequences
- **Musculoskeletal disorders** (most prevalent disability among teachers globally)
- Up to **half of teachers** experienced **stress and anxiety**
- Up to a **third of teachers** showed signs of **depression**
- **More research** is urgently required

Importance of preventing and mitigating psychosocial risks in education

- 14 years of ETUCE activity on preventing and combating PSR in education
 - [Expertise](#) for work-related teacher stress in **2007**
 - [ETUCE Action Plan](#) on work-related stress in **2009**
 - [Impact evaluation](#) on psychosocial hazards in **2011**
 - Social partner project on **2014-2016** that led to the adoption of **Joint Practical Guidelines** [How to Promote Joint Social Partner Initiatives at European, National, Regional and Local Level to Prevent and Combat Psychosocial Hazards in Education](#)

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