

**DRAFT Outlines – V1 20 03 2025****Revised Education Social Partners Guidelines on *Preventing and Managing Psychosocial Risks (PSR) in Education (2025)*****APRES COVID project****Background**

In the framework of the APRES COVID project, ETUCE and EFEE are updating the [2016 Joint Practical Guidelines on How to Promote Joint Social Partner Initiatives to Prevent and Combat Psychosocial Hazards in Education](#). Following nine years from the first Guidelines adoption, this revision intends to better address the evolving challenges in occupational health and safety, particularly psychosocial risks in education, by creating a more agile, easy-to-read tool, that can be used by education social partners and the national and local level in their daily work. This initiative aims to strengthen the capacity of education social partners in mitigating the long-term impact of the COVID-19 crisis and ensuring a safe and supportive working environment for educators.

**Consultation with the ESSDE Committee**

Through this consultation, we seek feedback on the proposed outline of the new guidelines, as well as insights into the specific challenges and needs at the national and local levels. A key objective is to determine a format and a guidelines structure that would be most effective in ensuring the successful implementation of these guidelines across Europe. The input from ESSDE members will be instrumental in shaping a comprehensive, practical, and widely applicable framework to safeguard the well-being of education staff.

**Tentative structure for consultation****1. Introduction**

- Purpose of the guidelines
- Importance of addressing psychosocial risks (PSRs) in education
- Occupational dimension of PSR

**2. Understanding Psychosocial Risks in Education**

- Definition and key concepts
- Legal and policy framework (EU and national levels)
- Mental and physical health consequences
- The role of education social partners in addressing PSR

**3. Preventing Psychosocial Risks**

- Workplace prevention policies
- Improving working conditions and workplace culture

- Implementation of risk assessment and tailored action plans
- Training educators and school leaders

## **5. Managing Psychosocial Risks**

- Early identification and intervention
- Feedback and support mechanisms

## **5. Strengthening social dialogue to prevent psychosocial hazard in the education sector**

- Importance of Involving educators and their representatives
- Examples of good practices in place across Europe

## **6. Conclusions and future actions**