

International Barometer on Education Personnel's Health and Well-being

International Report | 2021



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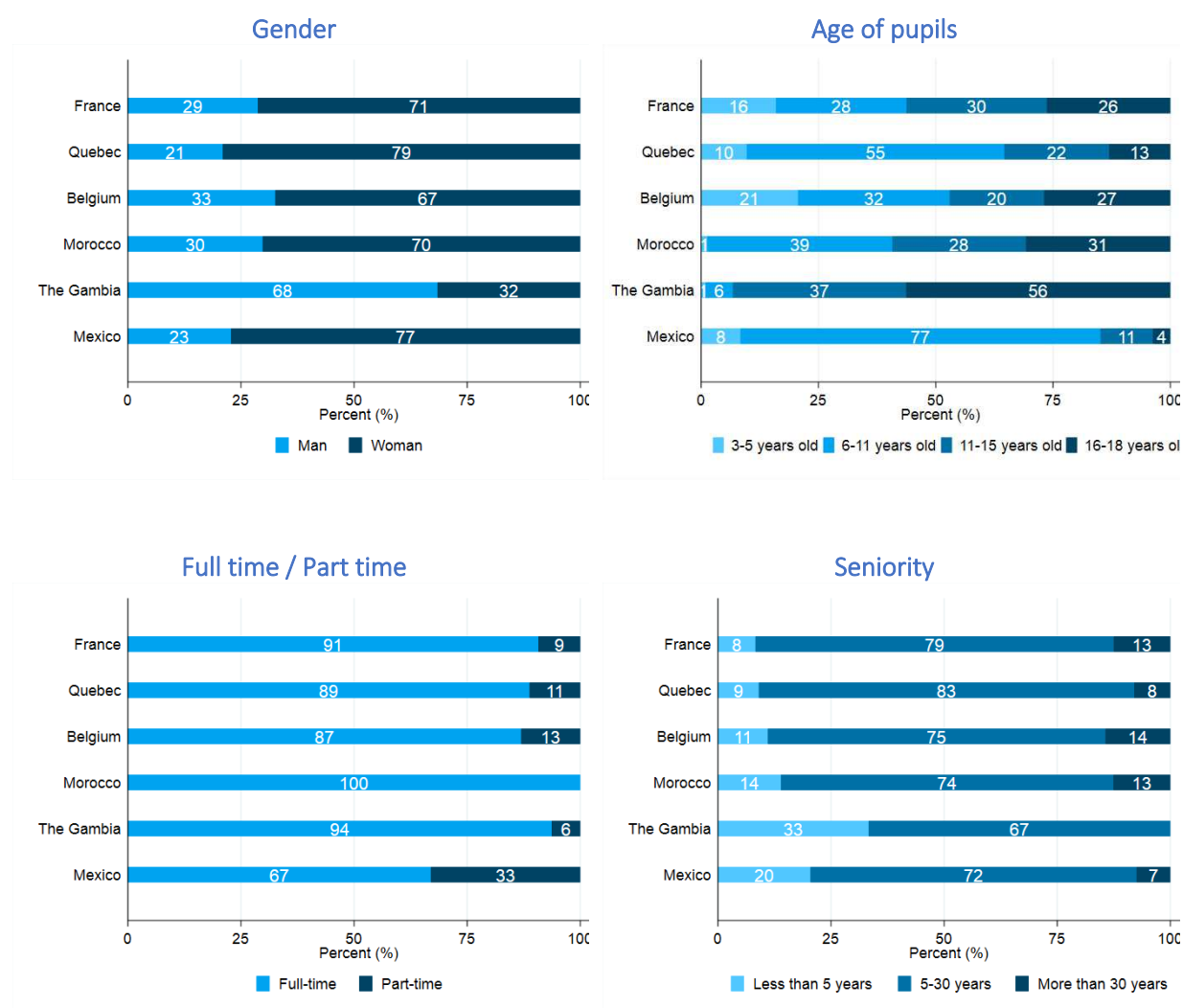
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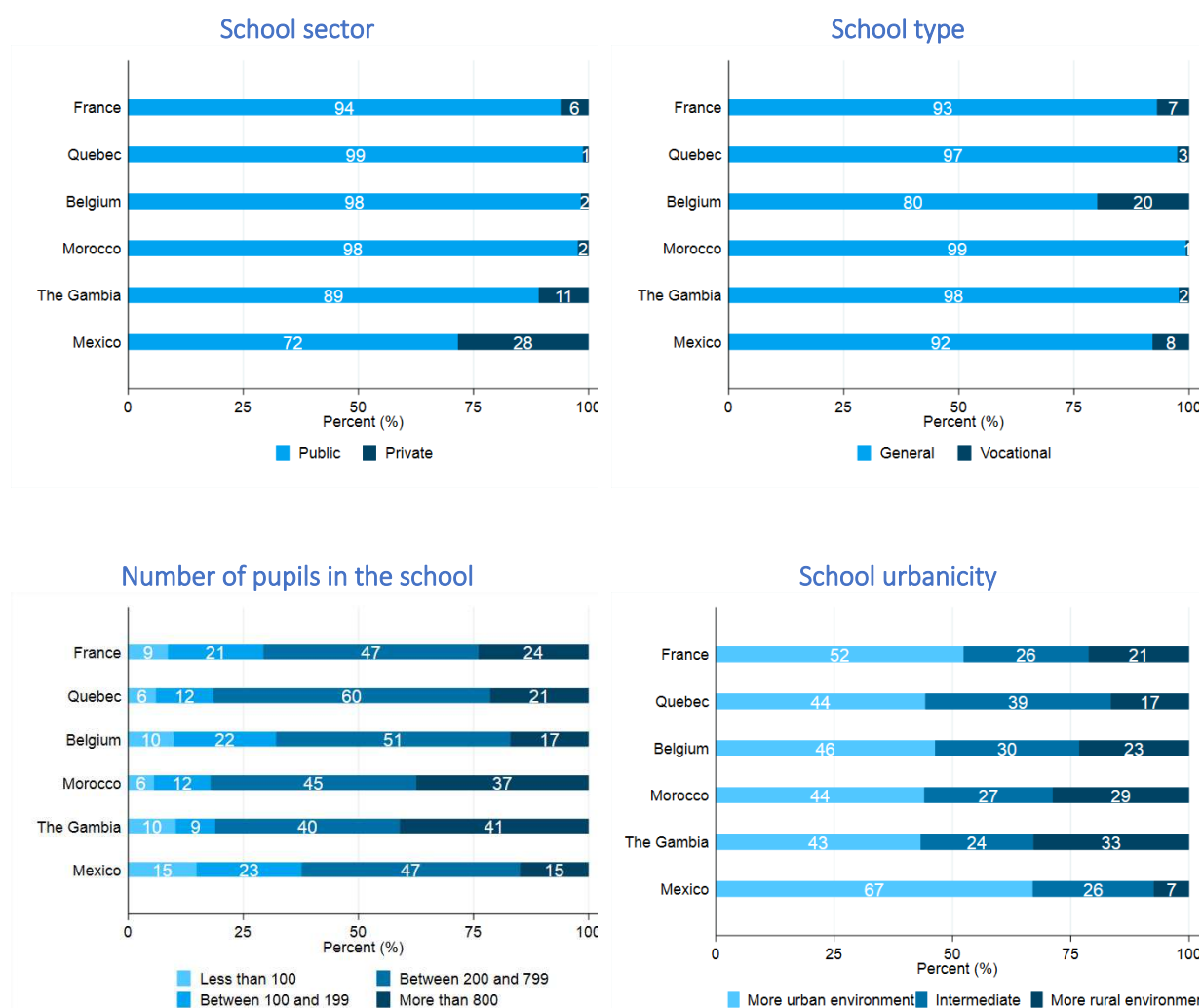
Introduction

- Survey dissemination date: May-June-July 2021
- Dissemination channel: internet questionnaire

	DISSEMINATION AGENCY	TEACHER RESPONDENTS	ADJUSTMENT
FRANCE	MGEN, UNSA-Education, SE-UNSA, EN3S, Adosen, L'ESPER, Essentiel, UNESCO Chair Global Health & Education	3646	By weighting procedure taking into account the gender, the age group and the level of education. All statistics presented in the report are weighted.
QUEBEC	Centrale des Syndicats du Québec (CSQ), Association provinciale des enseignantes et enseignants du Québec (APEQ)	2349	By weighting procedure taking into account the gender and the level of education. All statistics presented in the report are weighted.
BELGIUM	CGSP-Enseignement, SLFP-Enseignement, Appel, Latitude Jeunes, Chaire UNESCO EducationS & Santé	1268	By weighting procedure taking into account the gender, the age group and the level of education. All statistics presented in the report are weighted.
MOROCCO	Syndicats affiliés à l'Internationale de l'Education (SNE-CDT, SNE-FDT, FAE), MGEN Maroc, CMIM, Francophonie	302	Raw data (no weighting)
THE GAMBIA	Gambia Teachers' Union (GTU)	222	Raw data (no weighting)
MEXICO	Grupo Sepom, UNESCO Chair Global Health & Education, Francophonie	215	Raw data (no weighting)
TOTAL		8002	

I. Sociodemographic and professional profile of teachers who participated in the survey





Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

II. Teacher's working conditions and environment

II.1. Organizational and motivational factors

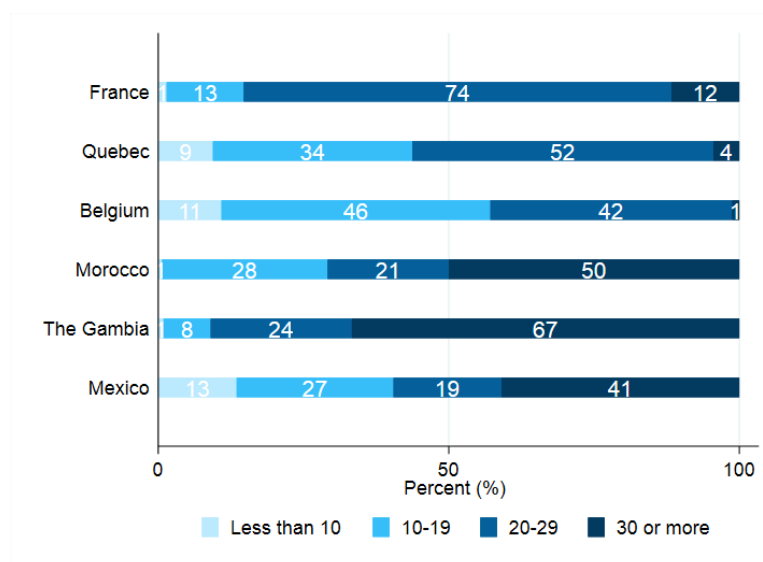
Number of actual hours worked per week

	Country					
	France	Quebec	Belgium	Morocco	The Gambia	Mexico
Age of pupils						
3-11 years old						
Mean* (hours)	43	43	36	30	38	30
Standard deviation (hours)	7	7	9	7	16	16
11-18 years old						
Mean* (hours)	40	43	38	24	33	38
Standard deviation (hours)	9	8	10	7	16	16

*Calculated among full-time teachers

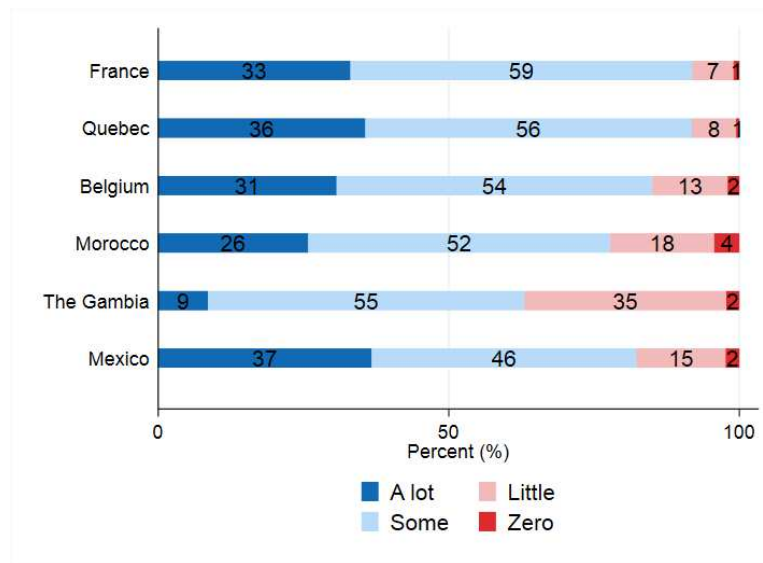
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Average number of pupils in classes taught



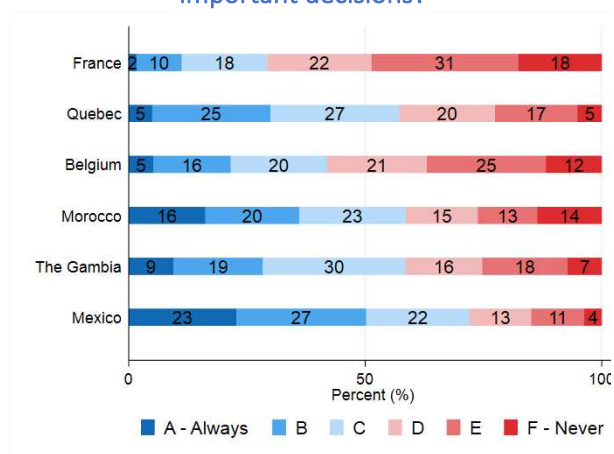
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

How much autonomy do you have in your work?

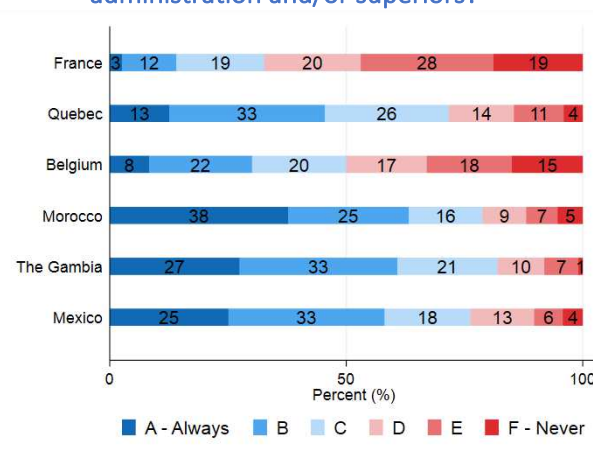


Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

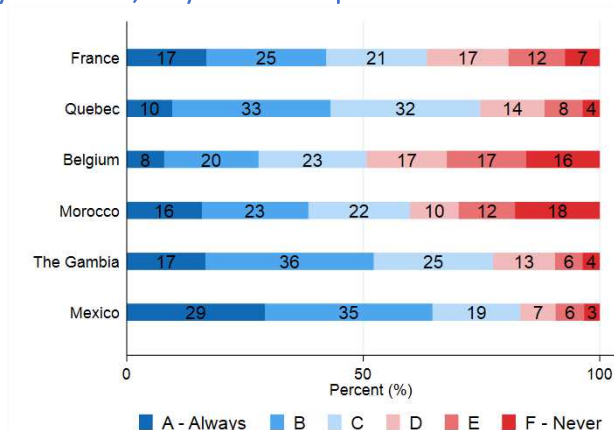
At work, are you informed in advance about important decisions?



Is your work recognised / valued by the school administration and/or superiors?

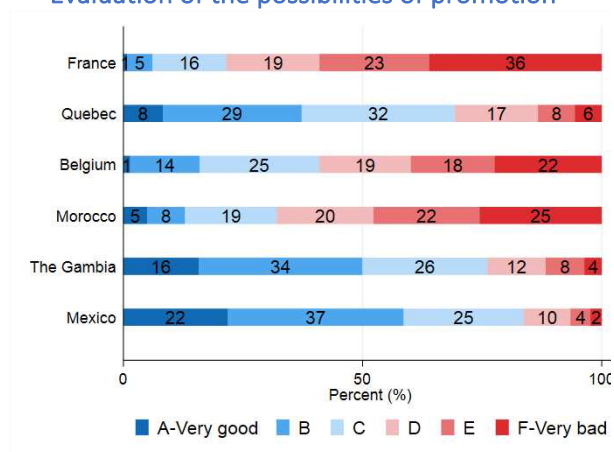


In your school, do you make important decisions as a team?

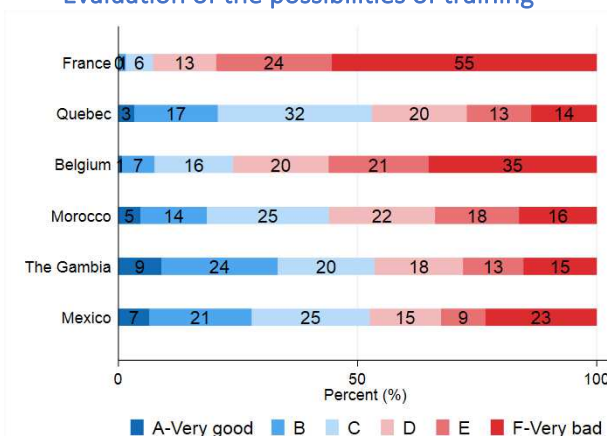


Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

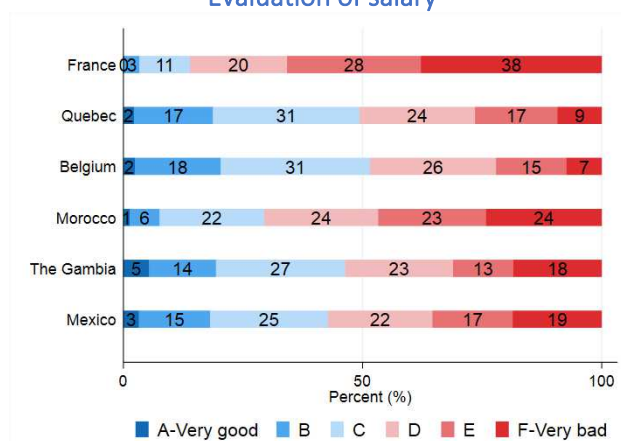
Evaluation of the possibilities of promotion



Evaluation of the possibilities of training



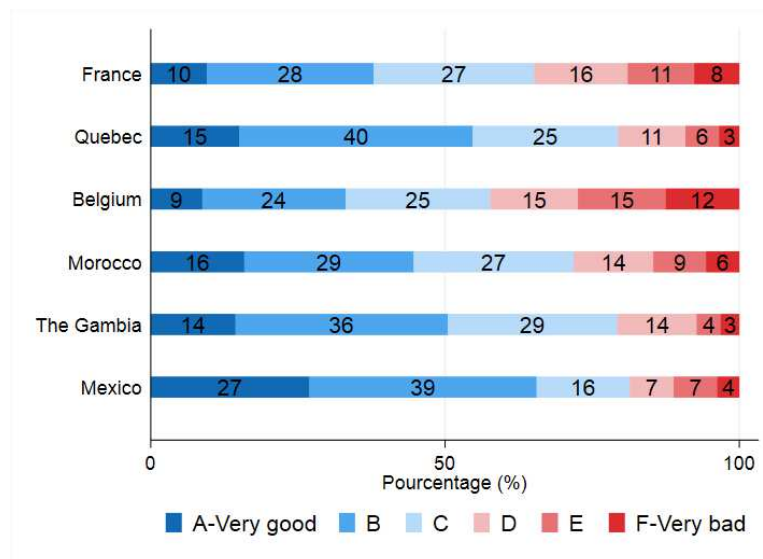
Evaluation of salary



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

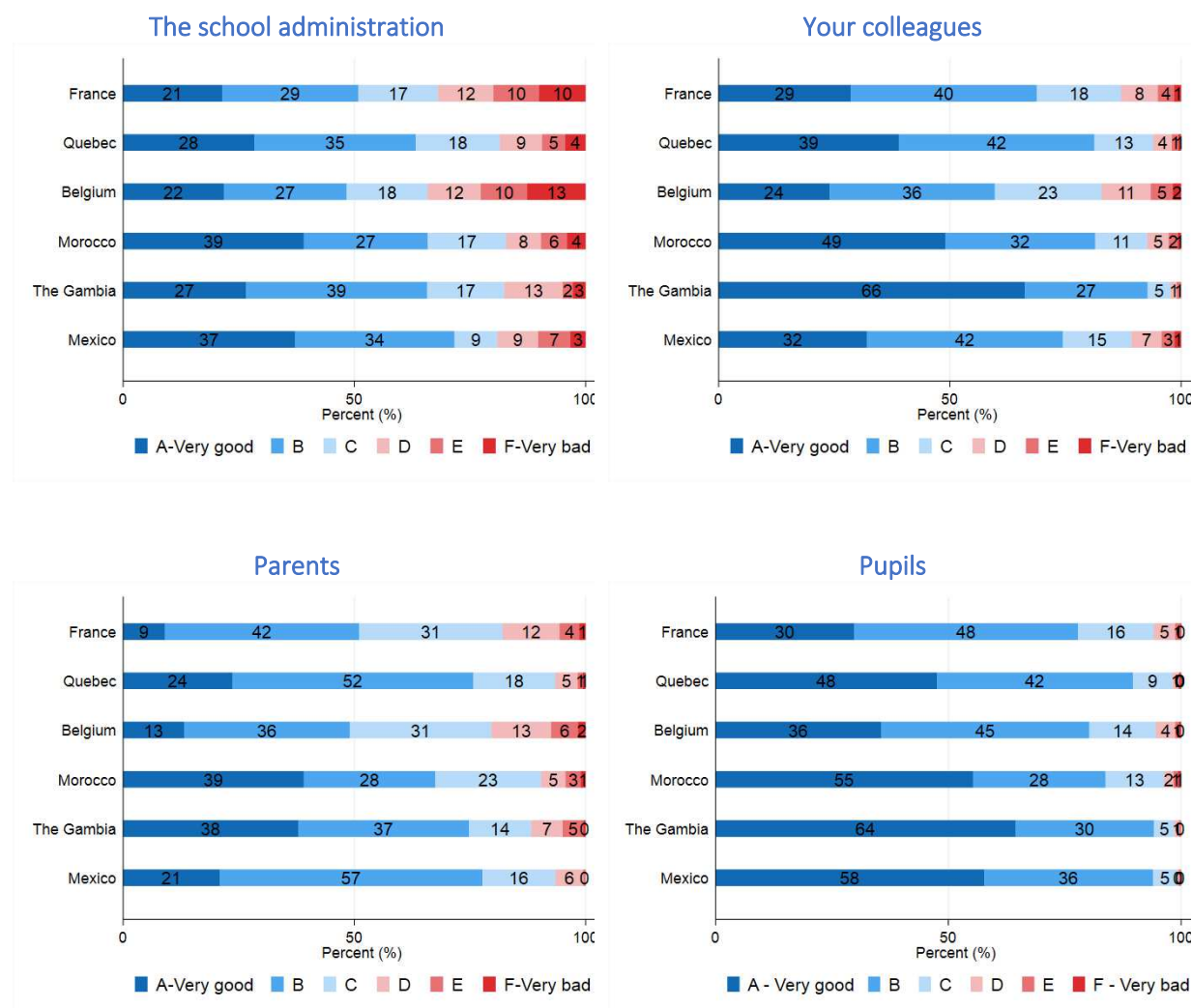
II.3. School climate and social relationships at work

School climate



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

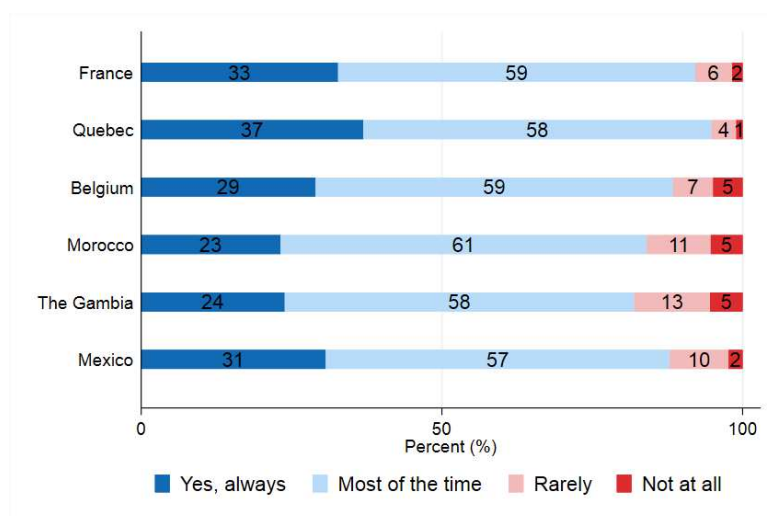
How do you currently rate the quality of your relationship with the following players?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

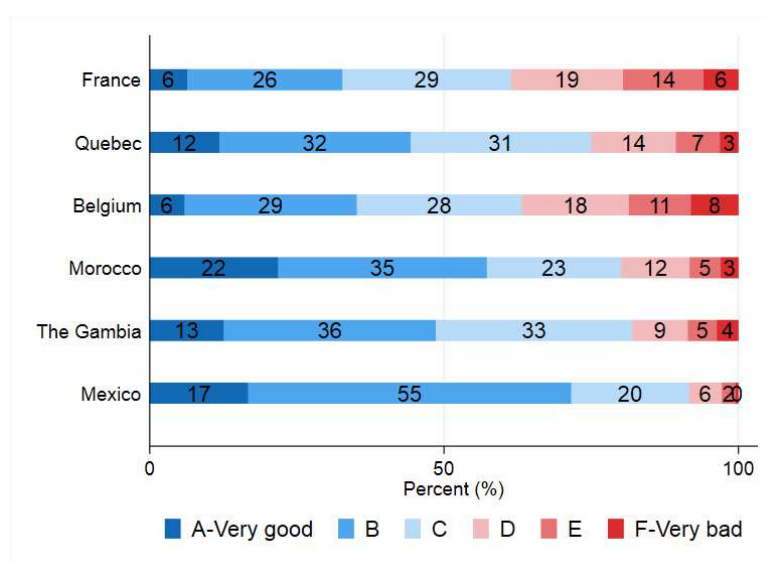
II.3. Violence and security at work

Do you feel safe at your workplace?



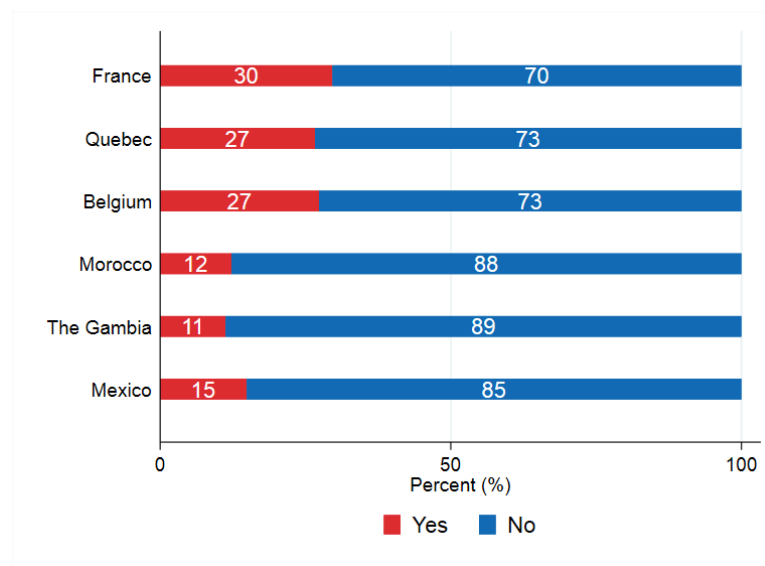
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Level of disciplinary of pupils



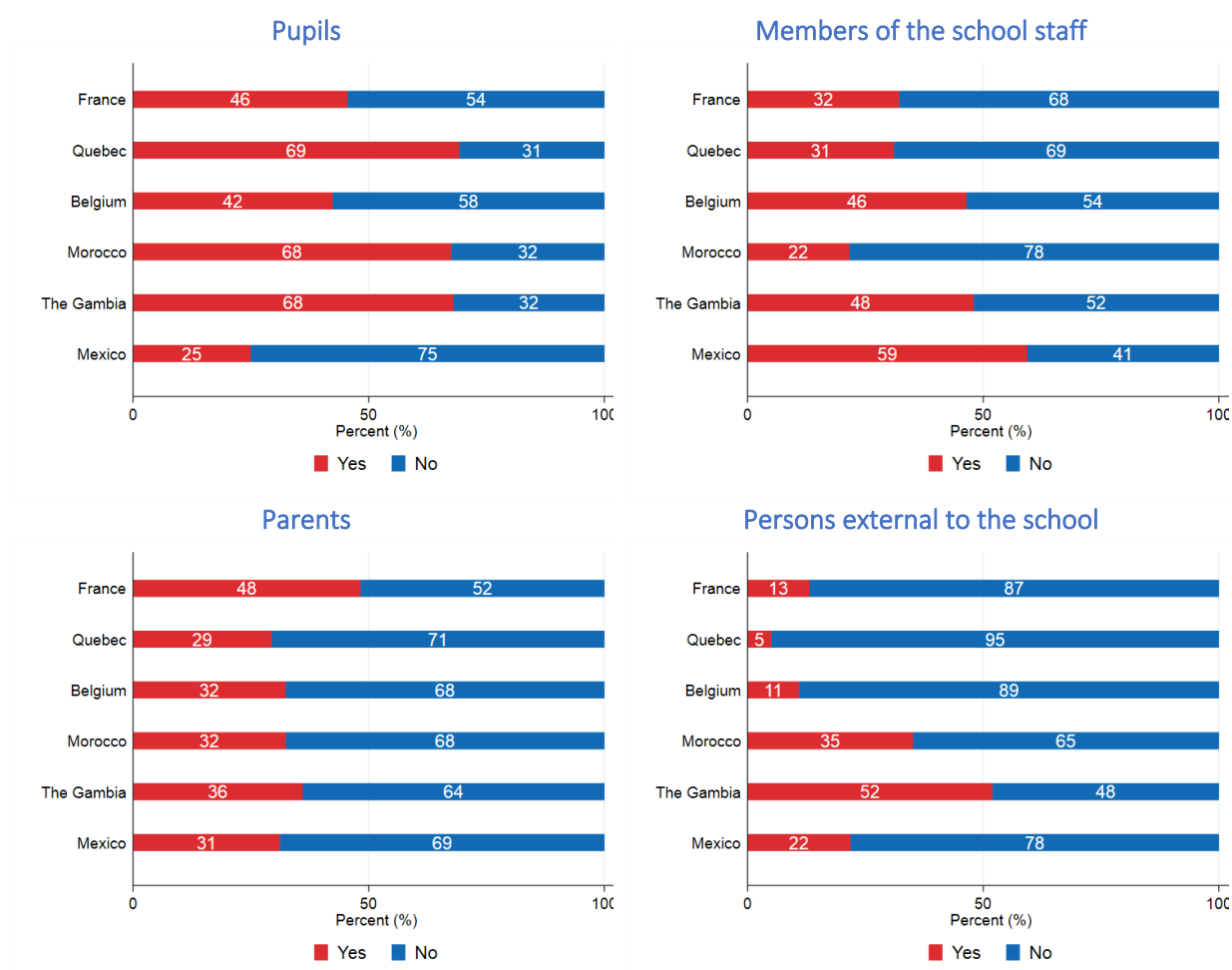
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Have you been the victim of workplace violence in the past 12 months?



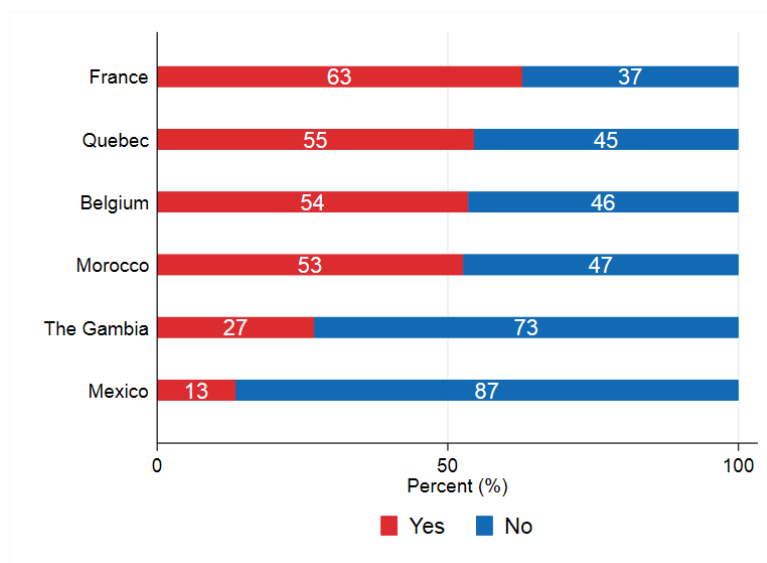
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Who were the perpetrators of the violence?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

At work, have you witnessed violence in the past 12 months?

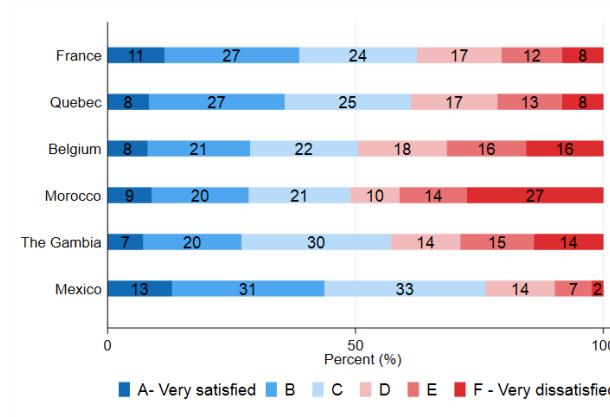


Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

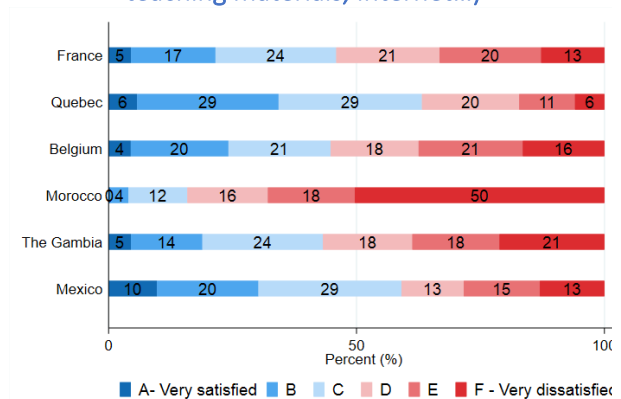
II.4. Physical environment

Are you satisfied with the following aspects of your school?

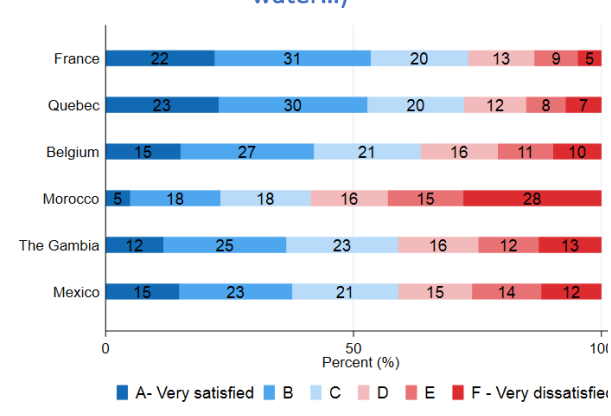
Satisfaction: facilities



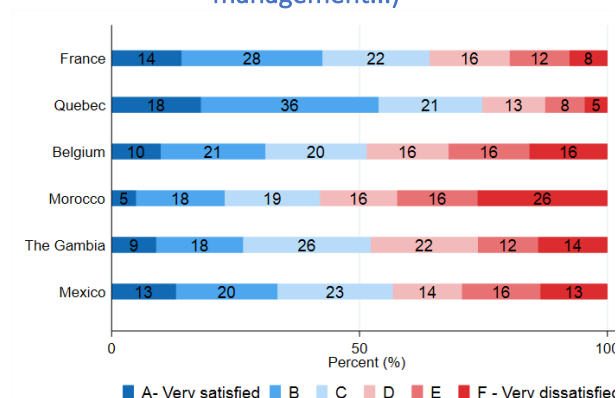
Satisfaction: material conditions (workspaces, teaching materials, Internet...)



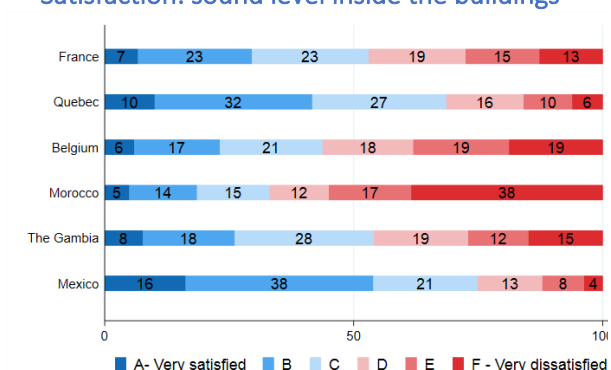
Satisfaction: amenities (electricity, drinking water...)



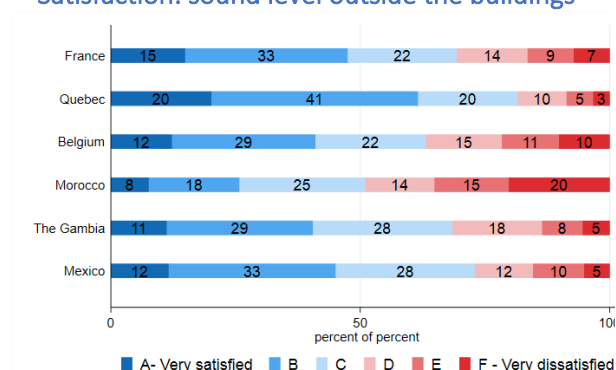
Satisfaction: sanitation (toilets, sewage, waste management...)



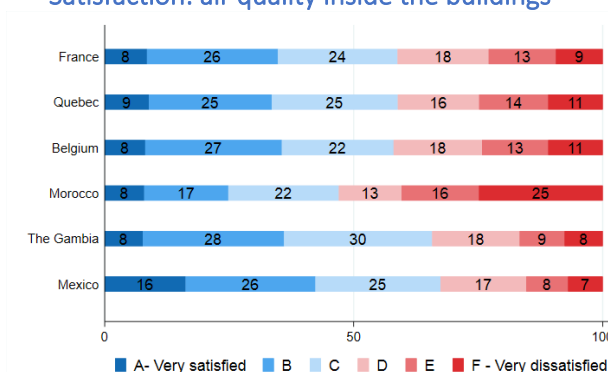
Satisfaction: sound level inside the buildings



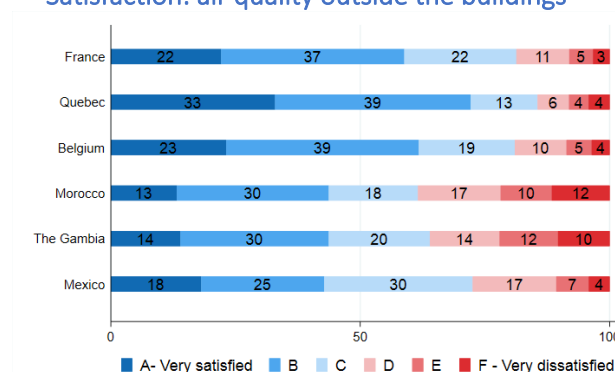
Satisfaction: sound level outside the buildings



Satisfaction: air quality inside the buildings



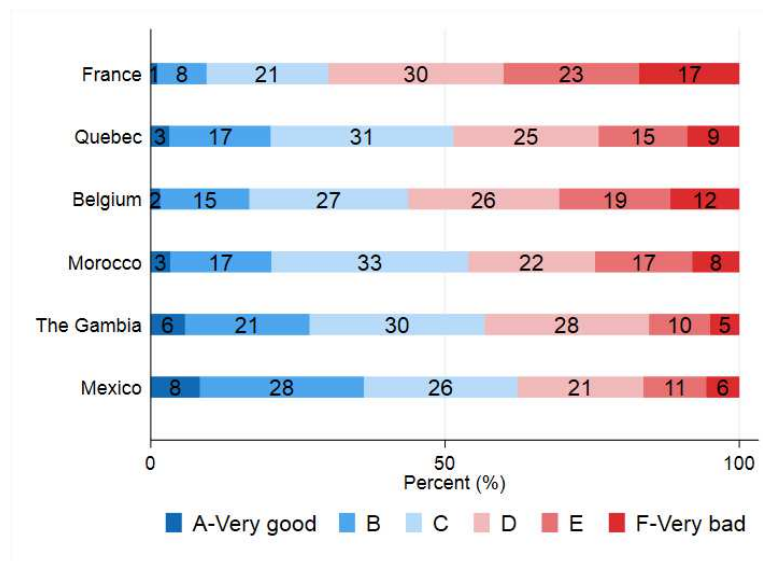
Satisfaction: air quality outside the buildings



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

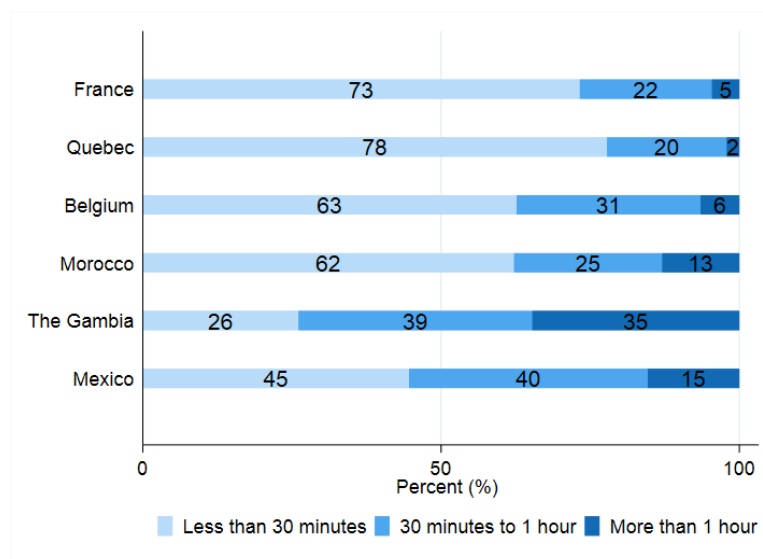
II.5. Work/life interface

Work-life balance



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Usual travel time from home to work



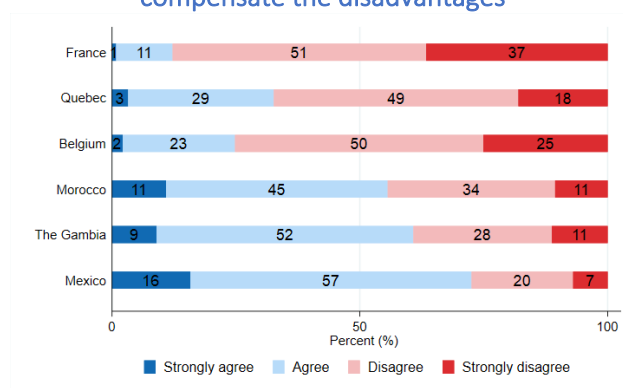
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

III. Teacher's health and well-being

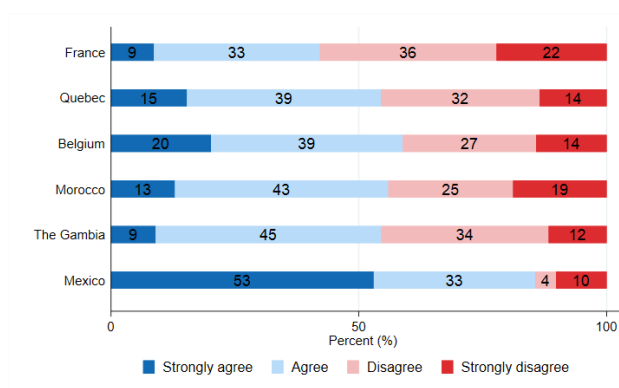
III.1. Indicators in the work context

To what extent do you agree or disagree with the following statements?

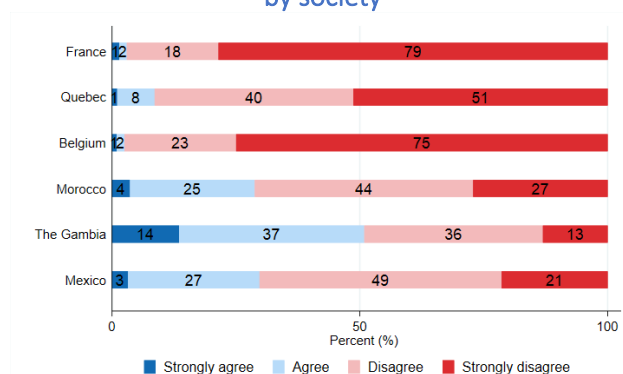
The advantages of being a teacher more than compensate the disadvantages



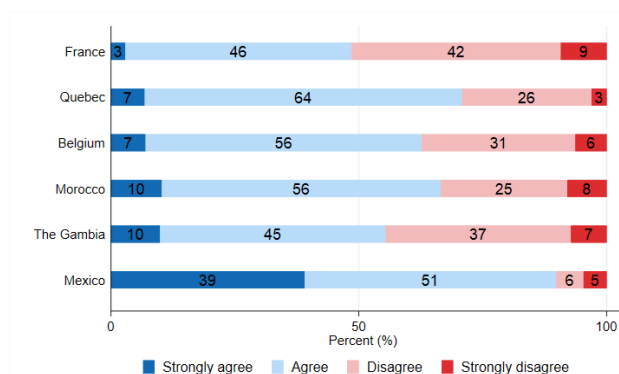
If I had to do it again, I would choose teaching again



I have the impression that being a teacher is valued by society

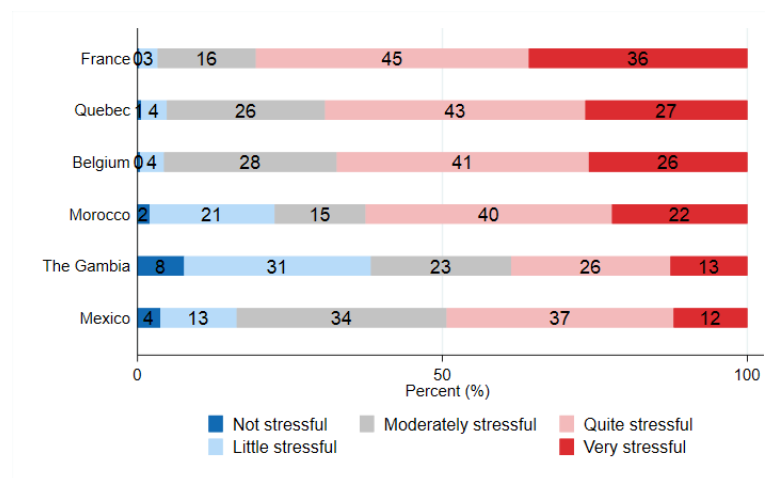


Overall, I am satisfied with my job



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

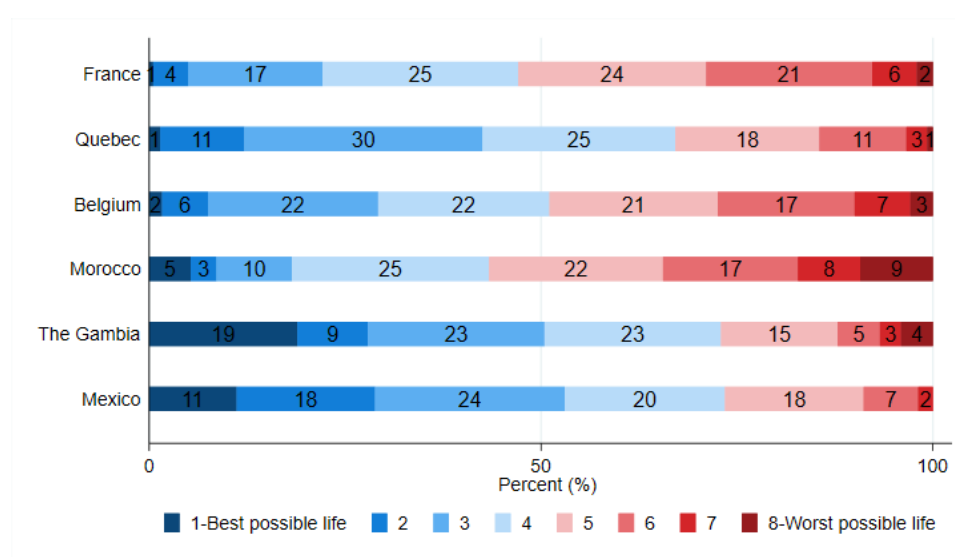
How stressful has your job been since the start of the school year?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

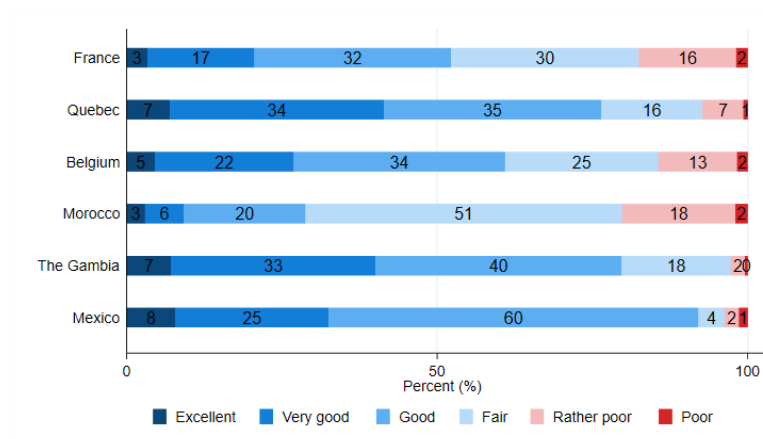
III.2. Overall indicators

Quality of life: where do you currently place yourself on the ladder?



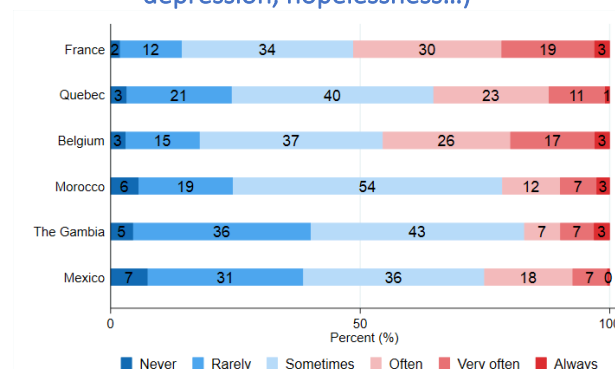
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

How do you rate your health?

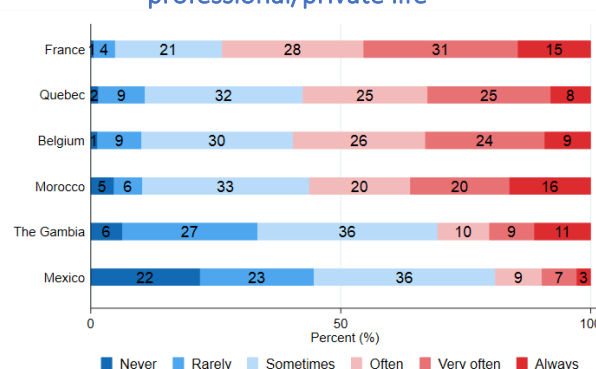


Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Frequency of negative feelings (anxiety, depression, hopelessness...)

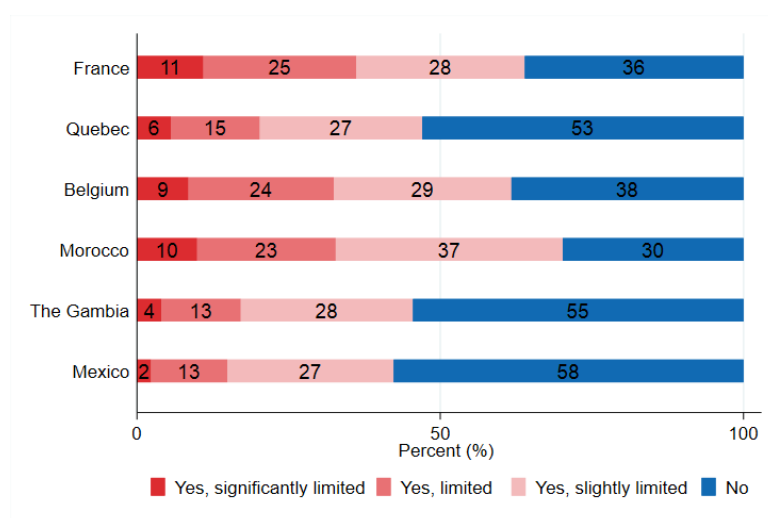


Feeling of imbalance (time/energy) in professional/private life



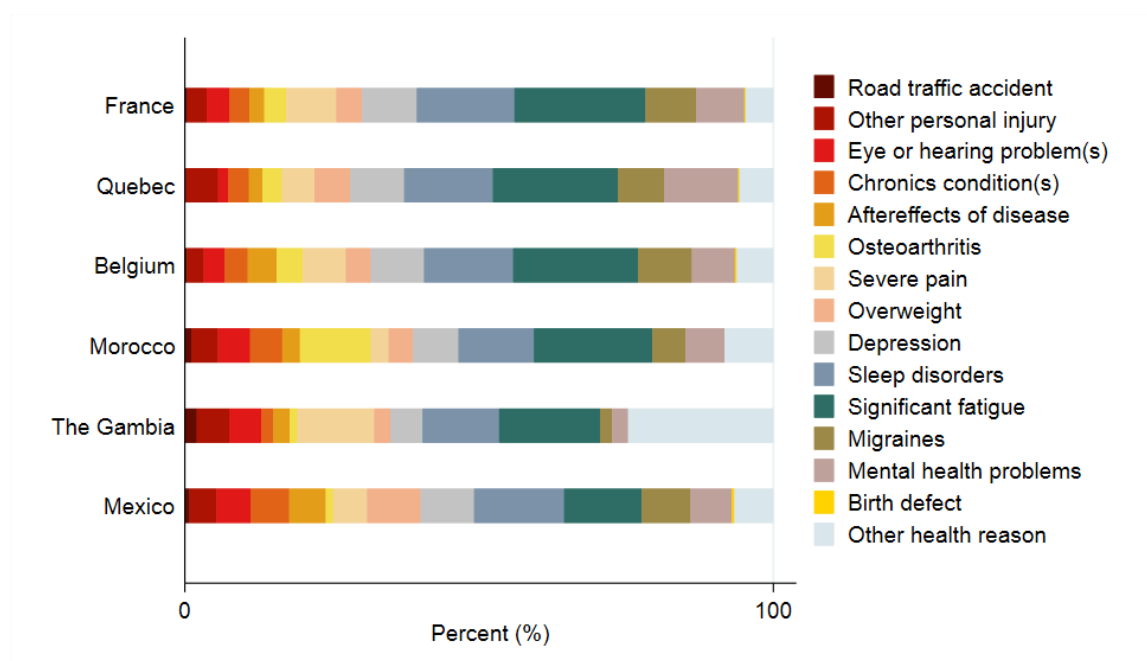
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Limitation in daily activities because of health problem (6 past months)



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

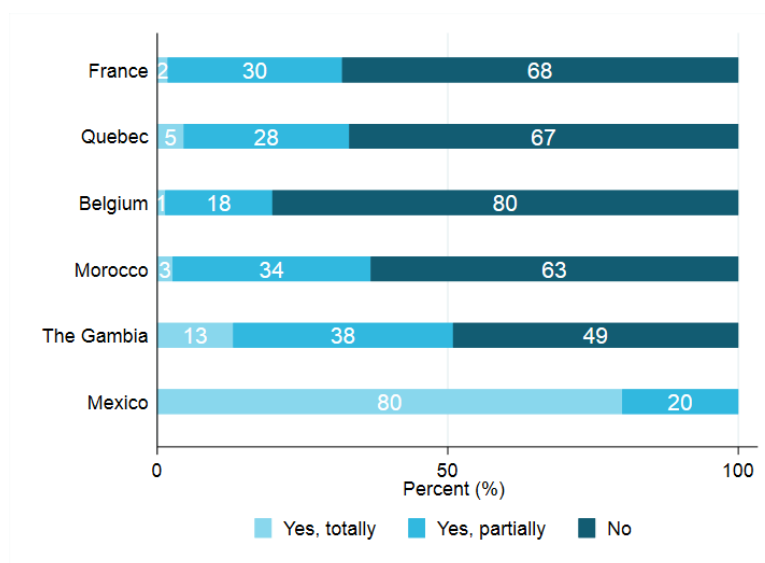
If yes, for what reason(s)?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

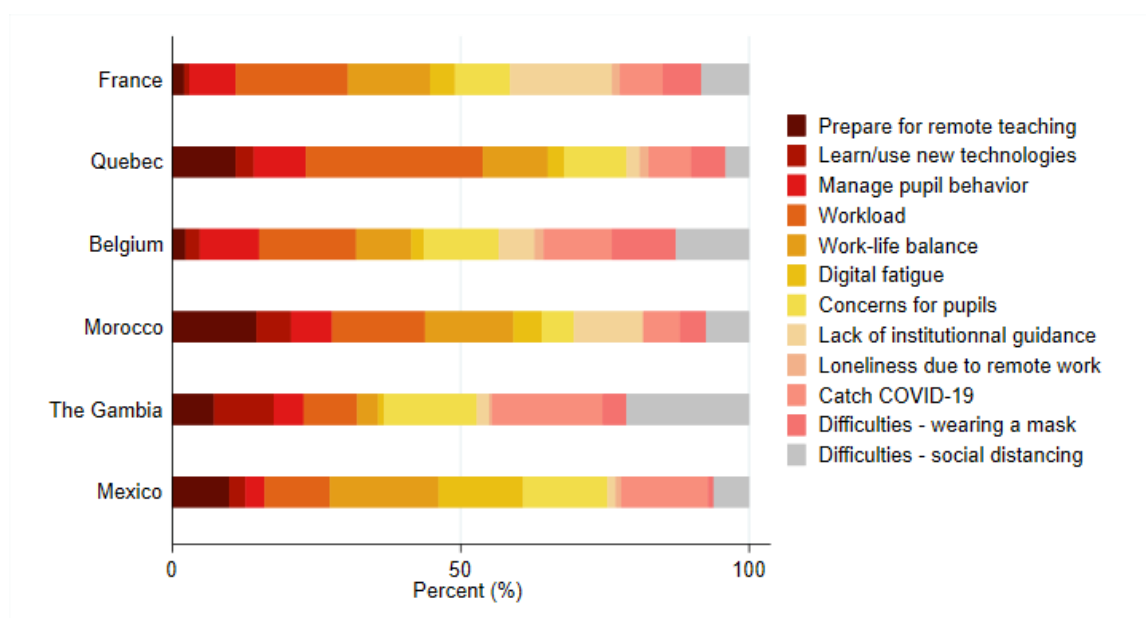
IV. COVID-19 pandemic experienced by teachers

Do you currently teach remotely?



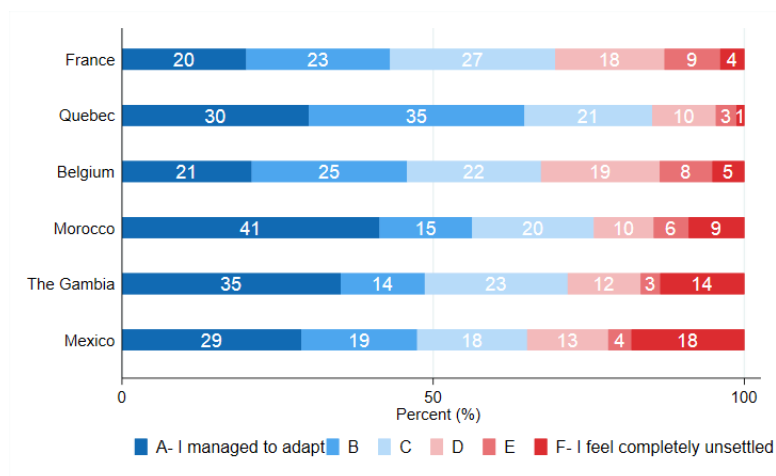
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Major concern at work in this time of pandemic



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

How do you feel today regarding the Covid-19 crisis?

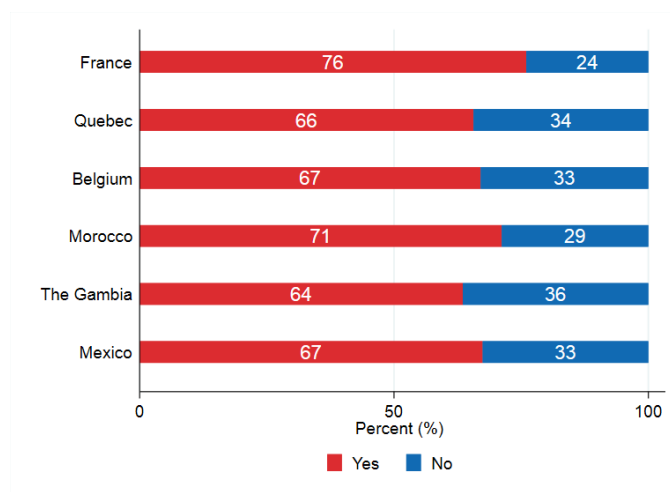


Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

V. Needs identified by education personnel

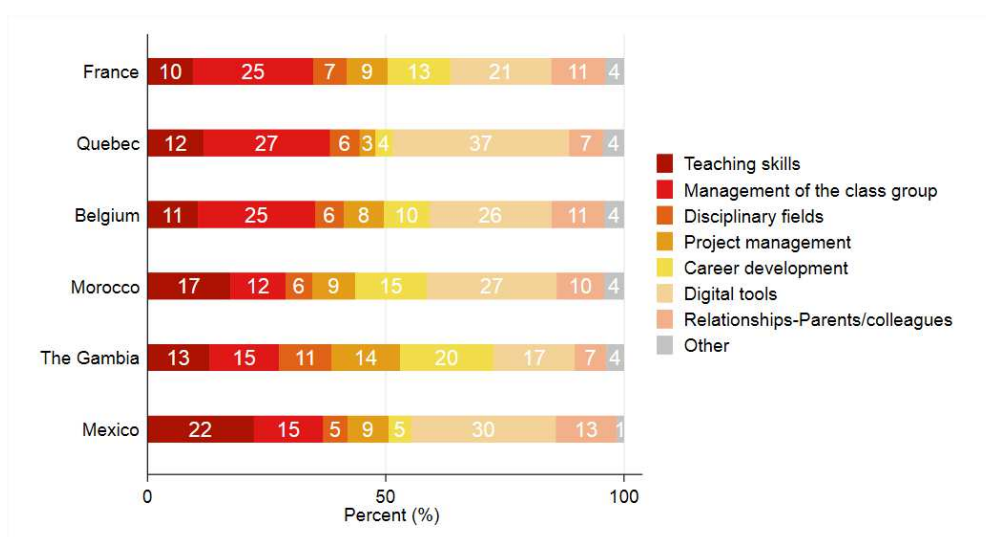
V.1. Training needs

Do you perform tasks for which you need more training?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

For which tasks do you need more training?

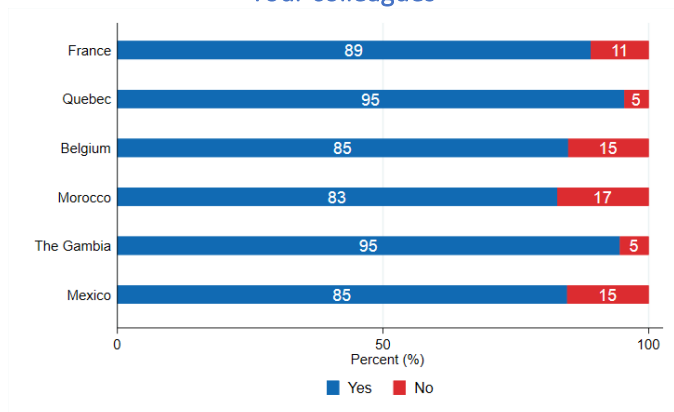


Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

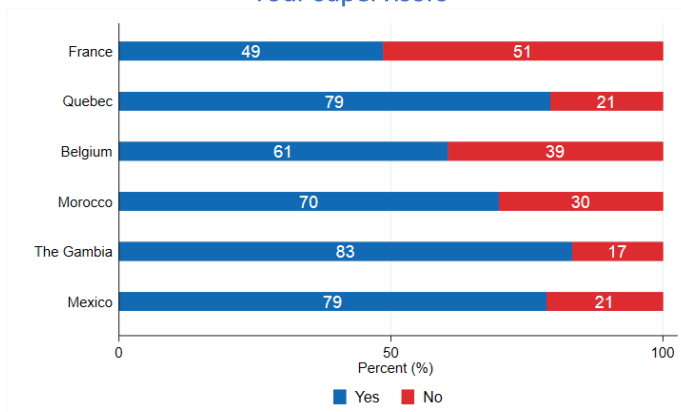
V.2. Support for teachers

If needed, in your school do you get support from the following players

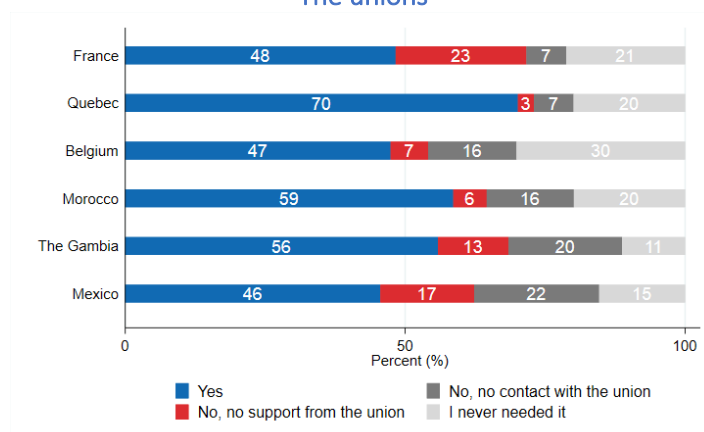
Your colleagues



Your supervisors



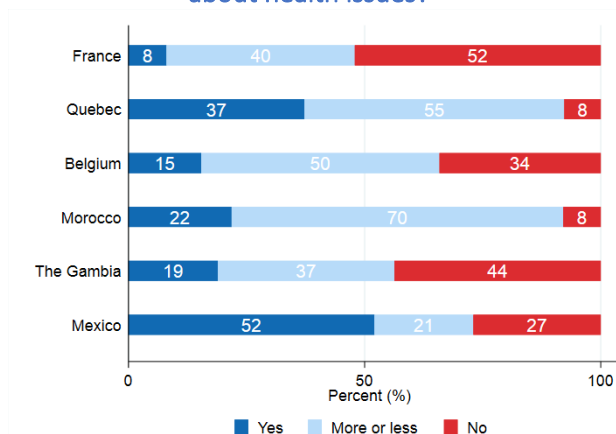
The unions



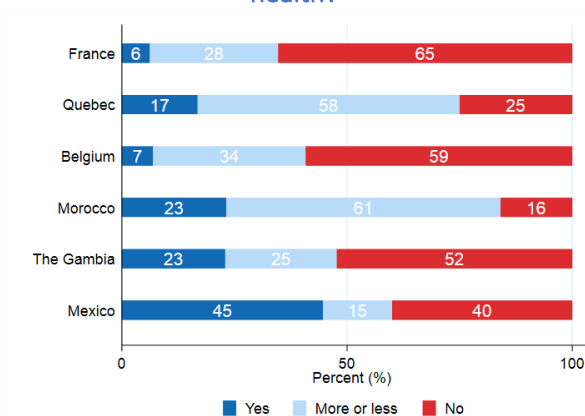
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

V.3. Health-related information

In general, do you feel that you are well informed about health issues?



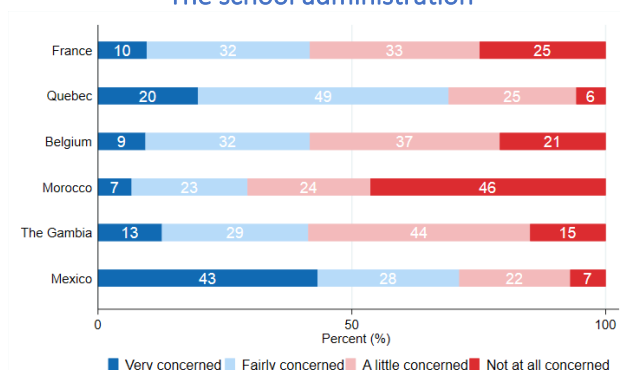
Do you know your rights regarding occupational health?



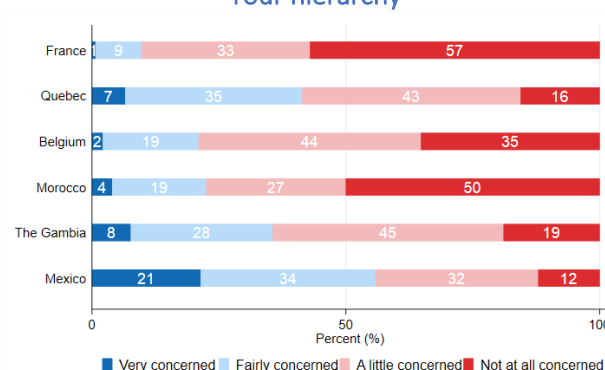
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

To what extent are these persons concerned about staff health and well-being?

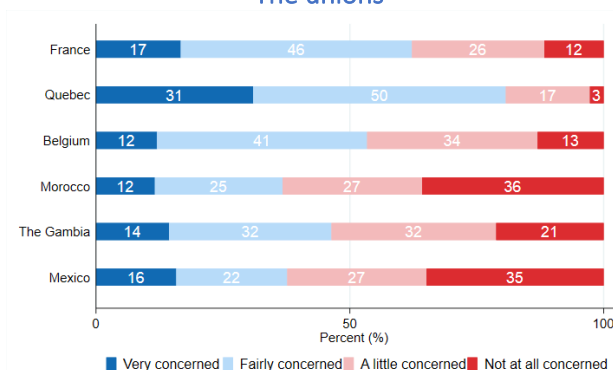
The school administration



Your hierarchy

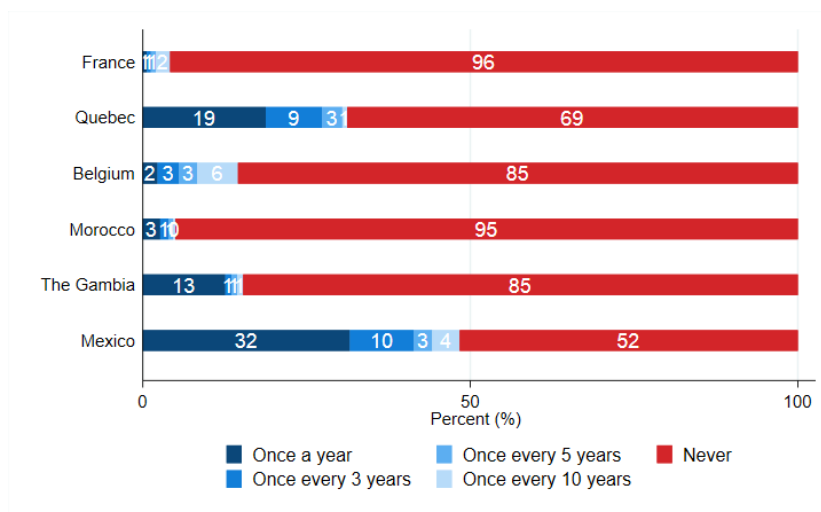


The unions



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

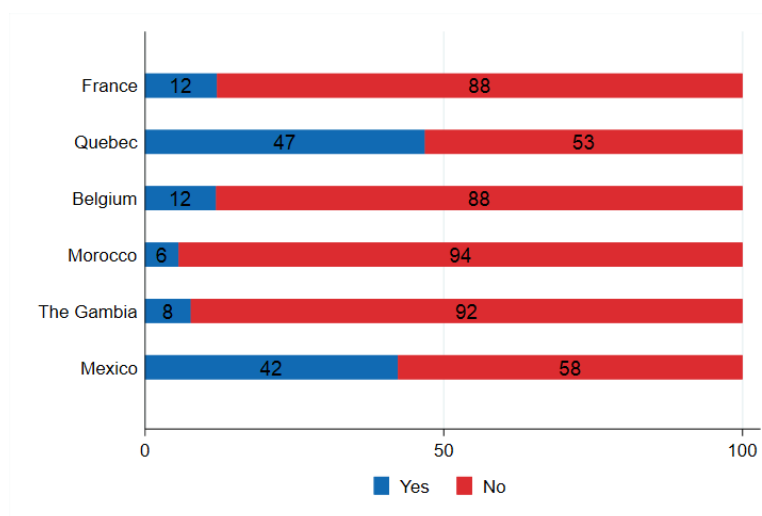
Frequency of appointments with the occupational medicine



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

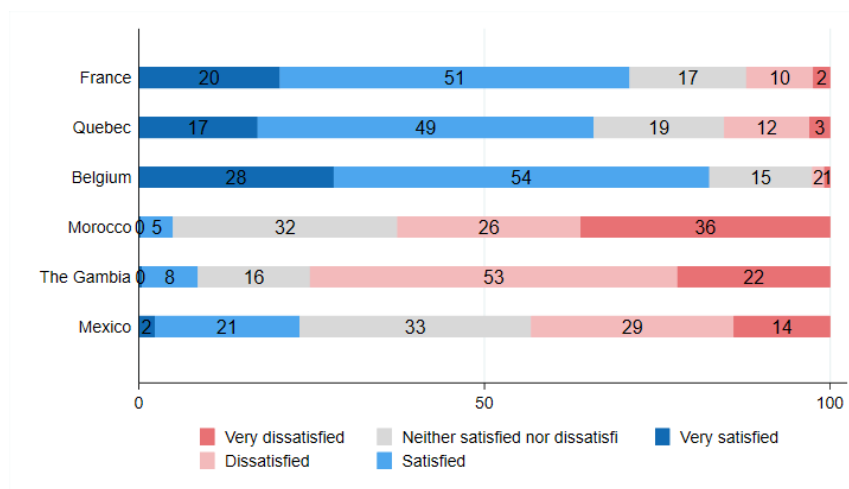
V.4. Social protection

Do you have access to training and/or prevention resources on health/well-being?



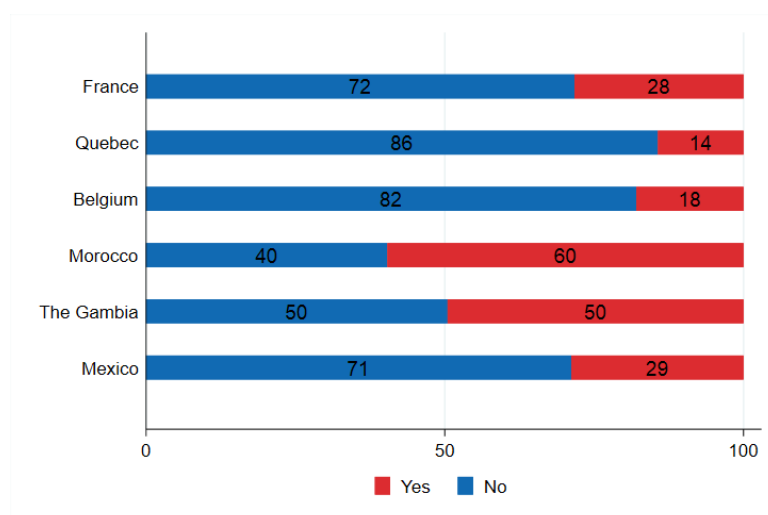
Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

Are you satisfied with your access to healthcare in your country?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.

In the past year, did you forgo some healthcare because of financial problems?



Source: International health/well-being barometer of education personnel, ESN/MGEN Foundation, 2021, France, Quebec, Belgium, Morocco, The Gambia, Mexico.