

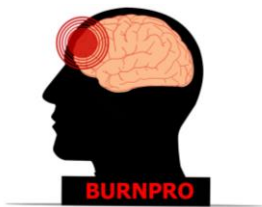
Erasmus+ Small scale partnership project in School education
**"Prevention programme via digital tool of Burnout syndrome
among teachers"**

Project number: 2022-2-BG01-KA210-SCH-000092302



**R4. Implementation report including case studies and testimonials
with recommendations for future exploitation.**

March, 2024



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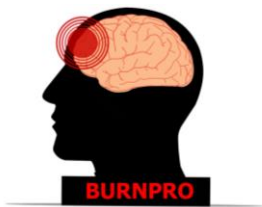
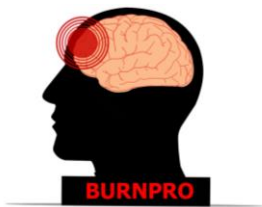


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Pilot implementation phase framework

In the period January 2024 – March 2024, the four project partners implemented piloting phase, aiming at:

1. Awareness rising among teachers, towards the existence of the project and its results.
2. Organising self-review sessions, where each teacher will be able to register to the online system (www.tool.stopteachersBurnout.eu) and to explore and self-test via dedicated Burnout evaluation tools.
3. Elaboration of a prevention programme on Burnout intervention including provision of the dedicated handbook for teachers. It explains the 12 modalities of the Burnout process as well as tips, strategies for prevention and overcoming as well as resources.

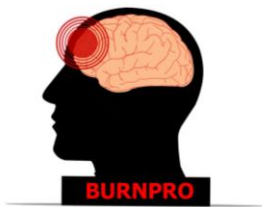
In accordance with the project application form, the preliminary target was 80 teachers from the 3 participating countries, however due to the huge interest towards the project and its tools, we finally involved 200 teachers from Bulgaria, Spain and Turkiye.

The target group of teachers include the following characteristics:

- Age - 25-60
- Working environment: non-formal or formal training
- Fluent language skills of one of partners' languages
- Basic digital competences to work with e-platforms
- 5. Time availability to dedicate to the completion of self-assessment tool
- Basic skills to use computer, internet and to complete feedback forms

The partners organised blended facilitation of at least 4 sessions per participant:

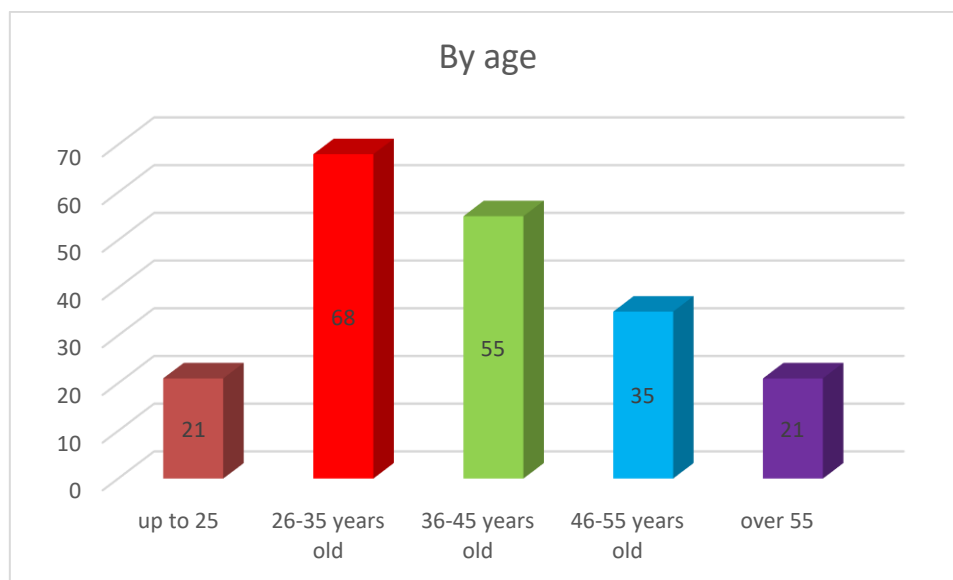
- 1st session – group session to present the Handbook and the Self-assessment tool
- 2nd session – individual (by the person)



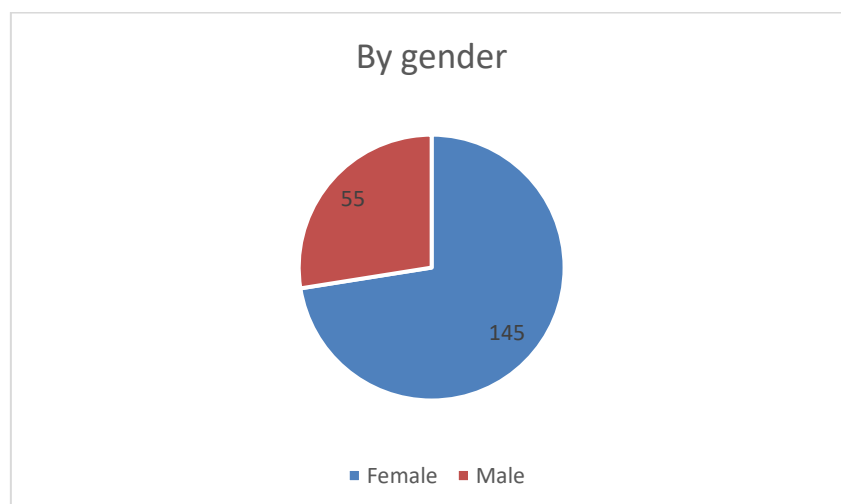
- 3rd session – individual + partners' representative (online, in case of questions)
- 4th session – group session to gather feedback

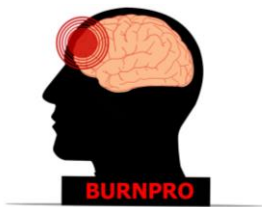
Mid-term review and monitoring of the process was elaborated via regular contact with each participant. The finalisation and gathering feedback was done by 15 April 2024.

Consolidated data from the piloting

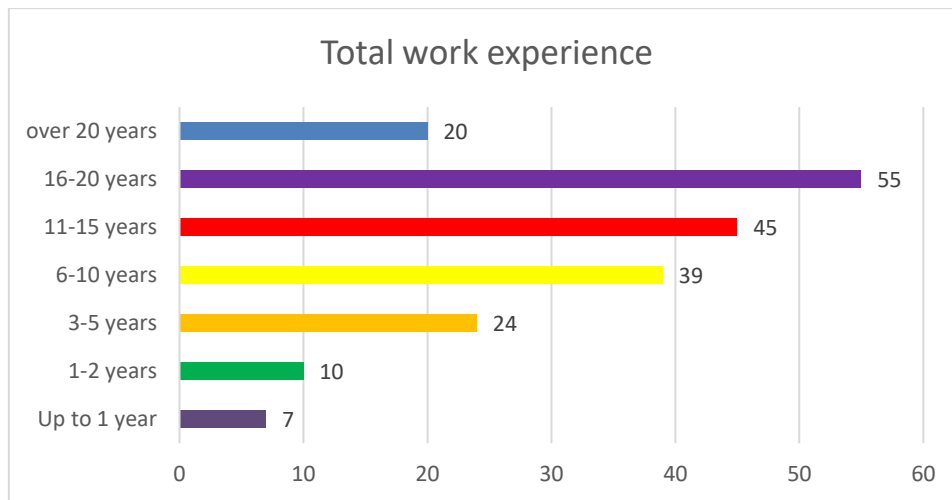


The piloting survey consists of representatives from all 5 age groups. The predominantly groups are those between 26 and 45 years of age.

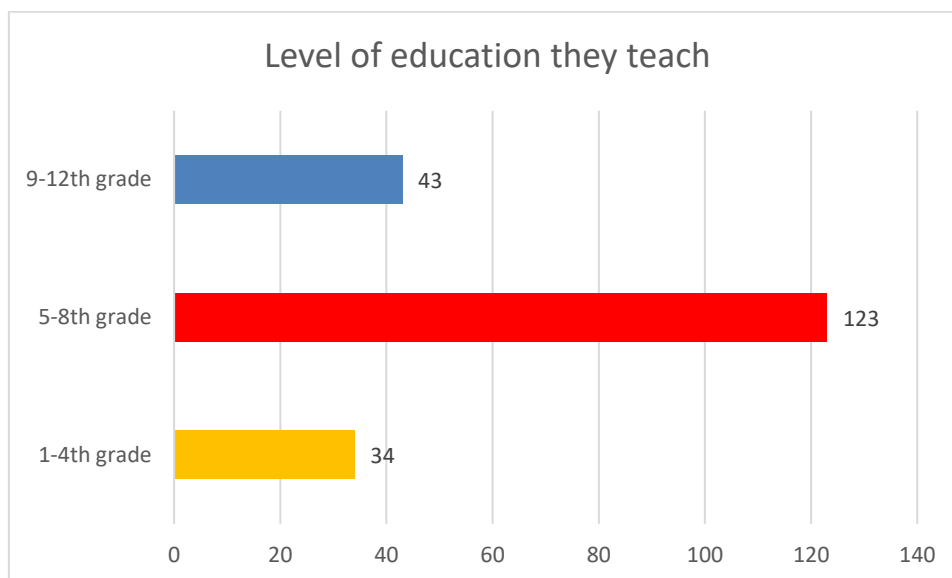




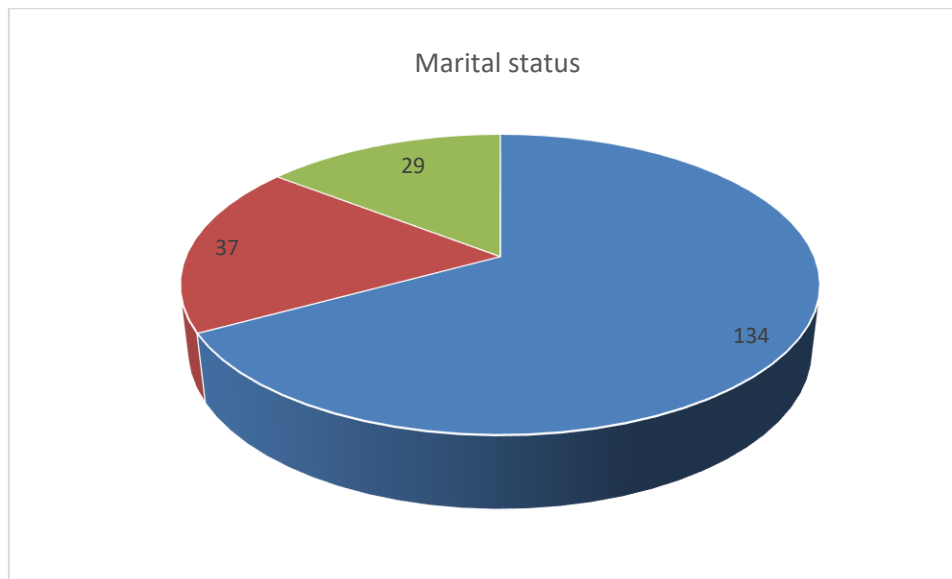
By gender, the females predominate, which is not a surprise, since the teaching profession mainly involves woman.



With regards to their job experience, the groups between 6 to 20 years of experience are representing the majority, while representatives of other age groups are also participated in the piloting phase.



The major part of the participating teachers are involved in the teaching of students between 5th and 8th grade.



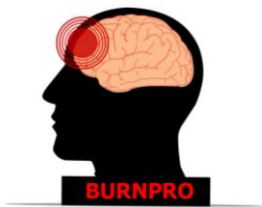
By marital status, the predominant group are those, who are married. Having in mind that we have also representation of people above 50 years of age, it is normal that we have also widowed teachers.

Conclusions from the consolidated results from the tool

From the results in the three countries (Bulgaria, Spain and Turkiye), it is evident that the causes and factors of stress and Burnout exist in the work environment, but they are perceived differently by people depending on their previous experience, personality characteristics, skills and competencies. Therefore, given the same environmental conditions, individuals differ in the level of stress and Burnout they experience in their work. Also, individual factors and causes of stress and Burnout have different relative weights, and what may create tension and stress in some may have less importance and impact in others.

Typical stress factors in the teaching profession can be summarized as:

- specifics and requirements of the work;
- organizational environment and the conditions under which it is carried out;



• learning process and work with

students;

- interaction with parents;
- interaction with colleagues;
- interaction with school management and workplace climate;
- balance between work and personal life.

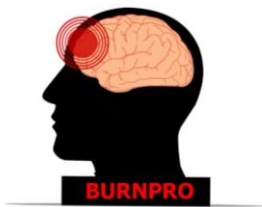
We have evidences for moderate to high degree of causes and factors of stress in the work as teacher. Stress is already become or becoming serious problem for the respondents in the three countries.

In Bulgaria teachers have moderate tolerance towards stress, while in Spain they have high stress tolerance and Burnout values. Moderate to high values of self-efficacy are evident in all three countries.

Although moderate levels of Burnout predominate, there is around 14% of the respondents, which have higher Burnout values. This concerns both physiological and psychological factors. High Burnout values indicate that there are serious conditions that can interfere with the performance of the teachers' work, worsen their mental well-being and lead to health problems. Emotional exhaustion, fatigue, feelings of hopelessness and depression that teachers experience are some of the most common indicators of Burnout, based on the tool results.

Lack of sympathy, empathy and understanding towards other people, as well as boredom when interacting with them, are characteristic manifestations of Burnout showed by the tool questionnaires. Manifestations of impatience and hostility when working with other people and the tendency to avoid social contact and communication whenever possible indicate a high level of Burnout especially in the age group above 45 years.

The lack of desire to set and achieve goals in work and low commitment and disinterest in its implementation reveal a state of Burnout may lead to negative consequences both



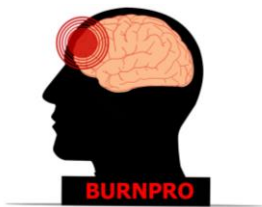
for the work itself and for the health of the person, therefore national continuous programmes to ensure the mental health resilience of teachers are recommended.

In Bulgaria and in Turkiye, respondents shows higher level of mental well-being, while in Spain, there are respondents with low to moderate level as well.

In Bulgaria, we have higher commitment to work, while in Spain and Turkiye is moderate to high. In Bulgaria we have moderate degree of job satisfaction, while in Spain and Turkiye predominates higher degree of it. In all countries, the motivation related to the work itself is moderate with some additional cases of high motivation in Spain. High values interfere with the performance of work and in the future can lead to a series of psychosomatic diseases such as diabetes, cardiovascular diseases, asthma, back pain and others. Therefore, we recommend that local authorities must maintain a look on regular review of the teachers' mental health and to organise regular prevention programmes and rehabilitation for those, who experienced moderate to high levels of Burnout syndrome.

Moderate and high levels of work engagement characterize teachers for whom work is a significant part of their lives. Sometimes this can lead to an increase in stress and Burnout, but engagement and immersion in the work allows to maintain the performance of the work and helps to overcome the harmful consequences of Burnout on health. Individuals with moderate and high engagement scores in stressful situations may apply optimal stress coping strategies that are proactive in nature and focused on problem solving. As a result of successfully coping with stress, teachers with higher levels of work engagement are likely to experience lower levels of Burnout and protect themselves from its negative health consequences.

Teacher job satisfaction directly affects students' satisfaction with the learning process and classroom discipline, improves interaction with others in the work process - students,

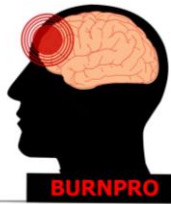


colleagues, parents and management, thereby reducing some of the prerequisites for stress and Burnout at work. High job satisfaction also contributes to work-life balance and overall life satisfaction, therefore we highly recommend principals at schools to use the amount for teachers' qualification also for rehabilitation programmes.

Recommendations for policy makers and representatives of Ministries of education in partners countries

The project consortium estimated the following structured recommendations for policy makers and representatives of the Ministries of education in partners countries:

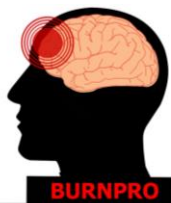
- **Workload management:** Teachers should be provided with a manageable workload that allows them to focus on their teaching responsibilities without being overwhelmed. This can be achieved by reducing the number of classes taught per day or week, providing more planning time, and offering support from colleagues or educational assistants.
- **Professional development:** Regular professional development opportunities should be offered to teachers to help them improve their teaching skills, stay up-to-date with new methodologies, and learn how to better manage their classrooms. This can include workshops, seminars, and conferences focused on pedagogy, classroom management, and wellness.
- **Supportive school culture:** Schools should foster a positive and supportive environment where teachers feel valued and appreciated. This can be achieved by encouraging collaboration among teachers, recognizing and rewarding outstanding performance, and providing opportunities for teachers to share best practices and learn from one another.



- **Mental health support:** Teachers should have access to mental health resources such as counseling services, stress management workshops, and mindfulness programs. This can help them cope with the stresses of the job and prevent Burnout.
- **Balance work and personal life:** Schools should encourage teachers to maintain a healthy balance between their work and personal life. This can include offering flexible working hours, promoting work-life balance initiatives, and providing resources for teachers to manage their stress levels and maintain their physical and emotional well-being.
- **Involve parents and community:** Schools should involve parents and community members in the education process to create a sense of shared responsibility and support for teachers. This can include parent-teacher meetings, volunteer opportunities, and community events that bring families and educators together.
- **Fair compensation and working conditions:** Teachers should be fairly compensated for their work and provided with safe and comfortable working conditions. This includes adequate funding for schools, modern facilities, and appropriate technology to support teaching and learning.
- **Reduce administrative burden:** Teachers should be freed from excessive paperwork and administrative tasks that take away from their teaching time. This can be achieved by implementing digital solutions for record keeping, streamlining reporting requirements, and providing administrative support staff to handle non-teaching duties.

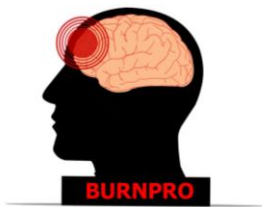
Policy makers and Ministries of education play a crucial role in supporting teachers' mental well-being. Here are some steps they can take:

- **Develop national policies:** Policy makers should develop national policies that prioritize teacher well-being and address issues related to workload, compensation, and professional development. These policies should be regularly reviewed and updated to reflect changing needs and circumstances.



- **Provide funding:** Adequate funding is essential for implementing policies that support teacher well-being. This includes funding for professional development, mental health resources, and infrastructure improvements.
- **Implement work-life balance initiatives:** Policy makers should promote work-life balance initiatives that recognize the importance of teachers having time for themselves outside of work. This could include offering flexible working hours, reducing paperwork, and providing resources for stress management.
- **Encourage collaboration and supportive school cultures:** Policy makers should encourage schools to foster collaborative and supportive cultures that value teacher input and recognize the importance of teacher well-being. This could include providing resources for team building activities and promoting a culture of respect and understanding.
- **Promote mental health awareness:** Policy makers should raise awareness about the importance of mental health among teachers and provide resources for schools to implement mental health programs. This could include training for school staff on identifying signs of distress in colleagues and students, and providing access to counseling services.
- **Monitor and evaluate:** Policy makers should monitor and evaluate the effectiveness of their policies and make adjustments as needed. This could include conducting surveys to gauge teacher satisfaction and well-being, and using this data to inform policy decisions.
- **Engage stakeholders:** Policy makers should engage with stakeholders, including teachers, parents, and community members, to ensure that their policies meet the needs of all involved parties. This could include hosting town hall meetings, seeking feedback through online surveys, and involving teachers in policy development processes.

By taking these steps, policy makers and ministries of education can help create an environment that supports teachers' mental well-being and promotes a healthy, sustainable teaching profession.



Case studies

Case study 1

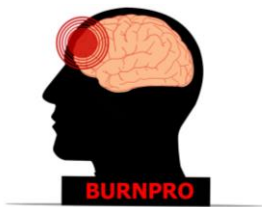
P.M, a 4th grade teacher with 15 years of experience, began to experience high levels of Burnout due to increased workload, lack of support from administration, and personal life stressors.

Background: P.M. had always been passionate about teaching and believed it was her calling. She worked long hours, often staying late to plan lessons and grade papers. She also took on additional responsibilities, such as coaching a sports team and advising the student council. Despite her dedication, she found herself becoming increasingly frustrated and disillusioned with her job.

Symptoms: P.M. began to exhibit classic symptoms of Burnout, including chronic fatigue, irritability, decreased motivation, and feelings of helplessness and cynicism. She struggled to find joy in her work and felt like she was constantly failing, despite consistently receiving positive feedback from her students and parents.

Intervention: The school principal noticed P.M.'s decline in performance and well-being and decided to intervene. He assigned her a mentor, a more experienced teacher who had previously faced similar challenges. Together, they developed a plan to address her workload, seek additional support, and create a more balanced lifestyle.

Action Plan: The mentor helped P.M. to set boundaries and prioritize her tasks. They also identified ways to delegate responsibilities and seek support from colleagues and administrative staff. Additionally, they incorporated mindfulness techniques, such as meditation and deep breathing exercises, to help P.M. to manage stress and improve her mental health.



Outcome: Over time, P.M. began to regain her passion for teaching. She felt more supported and less overwhelmed, which allowed her to reconnect with her students and enjoy her job again. Her performance improved, and she became a valuable member of the teaching team.

Lessons Learned: This case study highlights the importance of recognizing and addressing Burnout in teachers. It demonstrates the impact that a supportive environment, effective workload management, and self-care strategies can have on preventing and recovering from Burnout. By providing targeted interventions and support, schools can help teachers maintain their well-being and continue to excel in their careers.

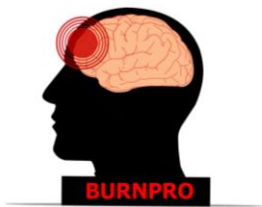
Case study 2

S.T. is a high school history teacher with 10 years of experience, implemented a comprehensive Burnout prevention strategy to maintain his well-being and job satisfaction.

Background: S.T. had always enjoyed teaching and saw it as a way to make a positive impact on young people's lives. However, he recognized that the demands of the job were taking a toll on his mental and physical health. He decided to proactively address Burnout by implementing several strategies.

Burnout Prevention Measures:

- **Workload management:** S.T. made a conscious effort to manage his workload effectively. He prioritized tasks, delegated when possible, and avoided taking work home unless absolutely necessary. This allowed him to focus on his teaching and not become overwhelmed by the sheer volume of tasks.
- **Professional development:** S.T. actively sought out professional development opportunities that focused on effective teaching strategies, stress management,

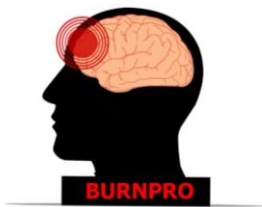


and self-care. He attended workshops, read books, and participated in online courses to enhance his skills and knowledge.

- **Supportive school culture:** S.T. contributed to creating a positive and supportive school culture. He collaborated with colleagues, shared best practices, and offered assistance when needed. He also recognized and celebrated the achievements of his fellow teachers, fostering a sense of camaraderie and mutual support.
- **Mental health support:** S.T. ensured that he had access to mental health resources, such as counseling services and stress management workshops. He also encouraged his students to seek help if they were feeling overwhelmed or stressed.
- **Balance work and personal life:** S.T. made a conscious effort to maintain a healthy balance between his work and personal life. He made time for hobbies, exercise, and social activities, which helped him recharge and reduce stress.
- **Regular Check-ins:** S.T. conducted regular check-ins with himself to assess his well-being and identify any areas of concern. He also checked in with his students to understand their perspectives and address any issues they might be facing.

Outcome: S.T.'s comprehensive Burnout prevention strategy paid off. He maintained high job satisfaction, remained engaged in his teaching, and continued to grow as a professional. His students benefited from his energy and enthusiasm, and the school community appreciated his contributions.

Lessons Learned: This case study demonstrates the importance of proactive Burnout prevention measures. By implementing a combination of workload management, professional development, supportive school culture, mental health support, balance work and personal life, and regular check-ins, S.T. was able to maintain his well-being and job satisfaction while making a positive impact on his students and the school community.



Case study 3

L.K., a school principal with over 20 years of experience, recognized the growing problem of Burnout among her teachers and decided to implement a comprehensive Burnout prevention program for the entire school.

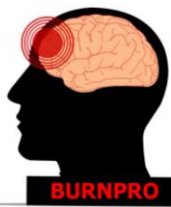
Background: L.K. had observed a decline in her teachers' well-being and job satisfaction over the years. She knew that the increasing workload, lack of support from administration, and personal life stressors were contributing factors. She understood that addressing Burnout was not only important for the teachers' well-being but also for the overall success of the school.

Development of the burnout prevention programme:

Needs assessment: L.K. conducted a needs assessment to identify the specific challenges faced by her teachers. She gathered feedback through anonymous surveys, interviews, and focus group discussions. This helped her understand the root causes of Burnout and prioritize the interventions needed.

Workload management: L.K. worked with the school staff to develop strategies for managing workload effectively. This included setting realistic expectations, prioritizing tasks, and delegating responsibilities when appropriate. She also ensured that teachers had the necessary resources, such as technology and support staff, to complete their tasks efficiently.

Professional development: L.K. made professional development a priority for the school. She offered workshops and training sessions on effective teaching strategies, stress management, and self-care. She also encouraged teachers to attend conferences and networking events to stay informed about best practices in the field.



Supportive school culture: L.K. fostered a culture of support and collaboration within the school. She encouraged open communication, recognized and celebrated the achievements of her staff, and provided opportunities for teachers to share best practices and learn from one another.

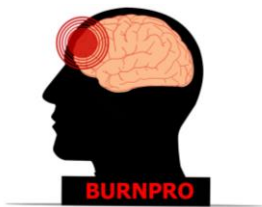
Mental health support: L.K. ensured that mental health resources were readily available for the teachers. She partnered with local mental health organizations to provide on-site counseling services and stress management workshops. She also promoted a culture of mental health awareness, encouraging teachers to take care of their mental well-being just as they would their physical health.

Balance work and personal life: L.K. encouraged teachers to maintain a healthy balance between their work and personal life. She promoted work-life balance initiatives, such as flexible scheduling and time off policies, and encouraged teachers to use their vacation time to recharge and reduce stress.

Regular Check-ins: L.K. conducted regular check-ins with her staff to assess their well-being and identify any areas of concern. She also encouraged teachers to check in with each other and offer support when needed.

Outcome: L.K.'s comprehensive Burnout prevention programme had a significant positive impact on the teachers' well-being and job satisfaction. Teachers reported feeling more supported, less overwhelmed, and more engaged in their work. The school also saw improvements in student achievement and a more positive school climate.

Lessons learned: This case study demonstrates the importance of a holistic approach to Burnout prevention. By addressing the root causes of Burnout through workload management, professional development, supportive school culture, mental health support, balance work and personal life, and regular check-ins, L.K. was able to create a thriving school community where teachers felt valued and supported.



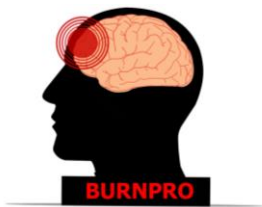
Case study 4

The Ministry of Education in a country launched a comprehensive mental health program and Burnout prevention initiative for its teachers.

Background: The ministry recognized the growing problem of burnout among teachers and the negative impact it was having on their well-being and job satisfaction. They understood that addressing burnout was not only important for the teachers' well-being but also for the overall success of the education system.

Implementation of the mental health program and burnout prevention initiative:

- **Needs assessment:** The ministry conducted a nationwide needs assessment to identify the specific challenges faced by teachers in terms of mental health and burnout. This included gathering feedback through surveys, interviews, and focus group discussions.
- **Mental health resources:** Based on the needs assessment, the ministry developed a comprehensive mental health resource program for teachers. This included providing access to counseling services, stress management workshops, and resources for identifying and addressing mental health issues.
- **Workload management:** The ministry worked with schools to develop strategies for managing workload effectively. This included setting realistic expectations, prioritizing tasks, and delegating responsibilities when appropriate. They also ensured that teachers had the necessary resources, such as technology and support staff, to complete their tasks efficiently.
- **Professional development:** The ministry made professional development a priority for the teaching force. They offered workshops and training sessions on

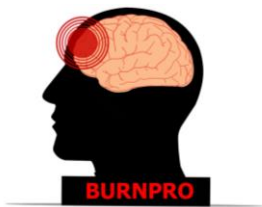


effective teaching strategies, stress management, and self-care. They also encouraged teachers to attend conferences and networking events to stay informed about best practices in the field.

- **Supportive school culture:** The ministry promoted a culture of support and collaboration within the education system. They encouraged open communication, recognized and celebrated the achievements of teachers, and provided opportunities for teachers to share best practices and learn from one another.
- **Balance work and personal life:** The ministry encouraged teachers to maintain a healthy balance between their work and personal life. They promoted work-life balance initiatives, such as flexible scheduling and time off policies, and encouraged teachers to use their vacation time to recharge and reduce stress.
- **Regular Check-ins:** The ministry conducted regular check-ins with teachers to assess their well-being and identify any areas of concern. They also encouraged schools to conduct similar check-ins at the local level.

Outcome: The comprehensive mental health program and burnout prevention initiative had a significant positive impact on the well-being and job satisfaction of teachers in the country. Teachers reported feeling more supported, less overwhelmed, and more engaged in their work. The education system also saw improvements in student achievement and a more positive school climate.

Lessons learned: This case study demonstrates the importance of a coordinated approach to mental health and burnout prevention in the education sector. By addressing the root causes of burnout through mental health resources, workload management, professional development, supportive school culture, balance work and personal life, and regular check-ins, the ministry was able to create a thriving education system where teachers felt valued and supported.



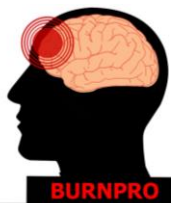
Case study 5

A.I., a high school biology teacher with over 15 years of experience, implemented a comprehensive stress reduction program to maintain his well-being and job satisfaction.

Background: A.I. had always enjoyed teaching and saw it as a way to make a positive impact on young people's lives. However, he recognized that the demands of the job were taking a toll on his mental and physical health. He decided to proactively address stress by implementing several strategies.

Stress reduction measures:

- **Time management:** A.I. made a conscious effort to manage his time effectively. He prioritized tasks, delegated when possible, and avoided taking work home unless absolutely necessary. This allowed him to focus on his teaching and not become overwhelmed by the sheer volume of tasks.
- **Professional development:** A.I. actively sought out professional development opportunities that focused on effective teaching strategies, stress management, and self-care. He attended workshops, read books, and participated in online courses to enhance his skills and knowledge.
- **Supportive school culture:** A.I. contributed to creating a positive and supportive school culture. He collaborated with colleagues, shared best practices, and offered assistance when needed. He also recognized and celebrated the achievements of his fellow teachers, fostering a sense of camaraderie and mutual support.
- **Mindfulness techniques:** A.I. incorporated mindfulness techniques, such as meditation and deep breathing exercises, into his daily routine. He found that these practices helped him manage stress and improve his mental health.



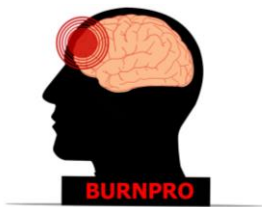
- **Regular exercise:** A.I. made a commitment to regular exercise, knowing that physical activity is an effective stress reducer. He joined a gym and made it a point to workout at least three times a week.
- **Balance work and personal life:** A.I. made a conscious effort to maintain a healthy balance between his work and personal life. He made time for hobbies, social activities, and family, which helped him recharge and reduce stress.
- **Regular Check-ins:** A.I. conducted regular check-ins with himself to assess his well-being and identify any areas of concern. He also checked in with his students to understand their perspectives and address any issues they might be facing.

Outcome: A.I.'s comprehensive stress reduction program paid off. He maintained high job satisfaction, remained engaged in his teaching, and continued to grow as a professional. His students benefited from his energy and enthusiasm, and the school community appreciated his contributions.

Lessons Learned: This case study demonstrates the importance of proactive stress reduction measures in the teaching profession. By implementing a combination of time management, professional development, supportive school culture, mindfulness techniques, regular exercise, balance work and personal life, and regular check-ins, Mr. Smith was able to maintain his well-being and job satisfaction while making a positive impact on his students and the school community.

Case study 6

N.A., a high school English teacher, found herself overwhelmed by the increasing administrative burden associated with her job. She loved teaching and believed it was her calling, but the constant paperwork, meeting attendance, and other non-teaching tasks were taking a toll on her mental and physical health.



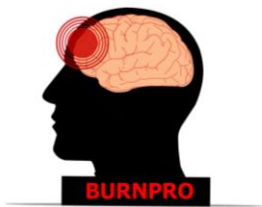
Symptoms: N.A. began to exhibit classic symptoms of burnout, including chronic fatigue, irritability, decreased motivation, and feelings of helplessness and cynicism. She struggled to find joy in her work and felt like she was constantly failing, despite consistently receiving positive feedback from her students and parents.

Intervention: The school principal noticed N.A.'s decline in performance and well-being and decided to intervene. He assigned her a mentor, a more experienced teacher who had previously faced similar challenges. Together, they developed a plan to address the administrative burden and create a more balanced lifestyle for N.A.

Action plan: The mentor helped N.A. set boundaries and prioritize her tasks. They also identified ways to delegate responsibilities and seek support from colleagues and administrative staff. Additionally, they incorporated mindfulness techniques, such as meditation and deep breathing exercises, to help N.A. manage stress and improve her mental health.

Outcome: Over time, N.A. began to regain her passion for teaching. She felt more supported and less overwhelmed, which allowed her to reconnect with her students and enjoy her job again. Her performance improved, and she became a valuable member of the teaching team.

Lessons Learned: This case study highlights the importance of recognizing and addressing the administrative burden faced by teachers. By providing targeted interventions and support, schools can help teachers maintain their well-being and continue to excel in their careers.



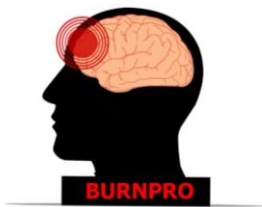
Case study 7

The Bulgarian Teachers Union (BTU) launched a comprehensive prevention program to address the growing problem of burnout among teachers in the country.

Background: The BTU recognized the negative impact of burnout on the well-being and job satisfaction of teachers in Bulgaria. They understood that addressing burnout was not only important for the teachers' well-being but also for the overall success of the education system.

Implementation of the prevention programme:

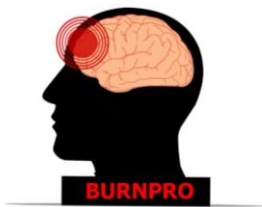
- **Needs assessment:** The BTU conducted a nationwide needs assessment to identify the specific challenges faced by teachers in terms of burnout. This included gathering feedback through surveys, interviews, and focus group discussions.
- **Workload management:** The BTU worked with the Ministry of Education and Science and local school districts to develop strategies for managing workload effectively. This included setting realistic expectations, prioritizing tasks, and delegating responsibilities when appropriate. They also ensured that teachers had the necessary resources, such as technology and support staff, to complete their tasks efficiently.
- **Professional development:** The BTU made professional development a priority for the teaching force. They offered workshops and training sessions on effective teaching strategies, stress management, and self-care. They also encouraged teachers to attend conferences and networking events to stay informed about best practices in the field.
- **Supportive school culture:** The BTU promoted a culture of support and collaboration within the education system. They encouraged open communication, recognized and celebrated the achievements of teachers, and provided opportunities for teachers to share best practices and learn from one another.



- **Mental health resources:** The BTU worked with local mental health organizations to provide on-site counseling services and stress management workshops for teachers. They also promoted a culture of mental health awareness, encouraging teachers to take care of their mental well-being just as they would their physical health.
- **Balance work and personal life:** The BTU encouraged teachers to maintain a healthy balance between their work and personal life. They promoted work-life balance initiatives, such as flexible scheduling and time off policies, and encouraged teachers to use their vacation time to recharge and reduce stress.
- **Regular Check-ins:** The BTU conducted regular check-ins with teachers to assess their well-being and identify any areas of concern. They also encouraged schools to conduct similar check-ins at the local level.

Outcome: The comprehensive prevention program had a significant positive impact on the well-being and job satisfaction of teachers in Bulgaria. Teachers reported feeling more supported, less overwhelmed, and more engaged in their work. The education system also saw improvements in student achievement and a more positive school climate.

Lessons Learned: This case study demonstrates the importance of a coordinated approach to burnout prevention in the education sector. By addressing the root causes of burnout through workload management, professional development, supportive school culture, mental health resources, balance work and personal life, and regular check-ins, the BTU was able to create a thriving education system where teachers felt valued and supported.



Case study 8

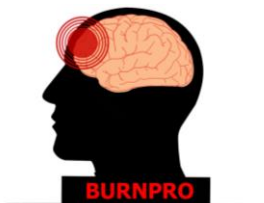
P.N., a high school chemistry teacher, experienced high levels of burnout due to increasing workload, lack of support from administration, and personal life stressors. Her students noticed the change in her demeanor and performance and began to express concerns about her well-being.

Symptoms: P.N.'s students observed classic symptoms of burnout, such as chronic fatigue, irritability, decreased motivation, and feelings of helplessness and cynicism. They noticed that she was less engaged in class, seemed more stressed, and was struggling to keep up with her workload.

Reaction: The students decided to take action to support their teacher. They formed a small group and discussed ways they could help alleviate some of the stress P.N. was experiencing. They decided to take on additional responsibilities in class, such as grading assignments and preparing materials, to lighten her load. They also expressed their concerns to the school administration, urging them to provide more support for their teacher.

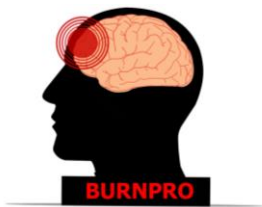
Outcome: Thanks to the students' efforts, P.N. began to feel more supported and less overwhelmed. She was grateful for their assistance and appreciated the administration's increased support. Over time, she was able to regain her passion for teaching and reconnect with her students.

Lessons learned: This case study highlights the importance of student involvement in addressing teacher burnout. When students observe their teachers struggling, they may feel compelled to take action to support them. By working together with administrators and other teachers, students can contribute to creating a more supportive and balanced environment for everyone in the school community.



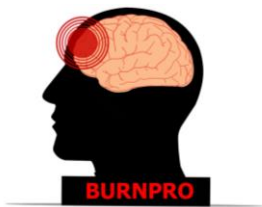
Testimonials from teachers as well as experts involved in the National advisory boards in Bulgaria, Spain and Turkiye

1. “In the European educational space, the emphasis is on competence-oriented educational policy, which is implemented through the reflexive approach. In this context, the diagnostic tool is relevant. The author – Prof. Snezhana Ilieva is an iconic name in the field of organizational and work psychology. The developed self-assessment tool is reliable and valid, taking into account the national and ethnic markers of the specific educational institution, the degree of career development of teachers and the specifics of applying their professional competences in the partner countries of the project. The developed tool is significant for the Bulgarian educational space, given the update of the state educational standard for teachers, principals and other pedagogical specialists, as well as a change by the Bulgarian Ministry of Education and Science to acquire the additional qualification in a formal and substantive plan.”
– *Prof. Irina Koleva from Department of Ethnopsychology of Sofia University „St. Kliment Ohridski“*
2. “In terms of factors causing stress, I think the group of factors could be extended with those with regards to the administrative workload – reporting, lesson planning, strict curricula, no opportunities for flexibility. From teachers I have had contact with, this is a particularly burdensome, uninteresting and stressful part of their job. The produced project deliverables are really with high quality and very relevant to be included in the regular self-reviews by teachers on their existing level of resilience towards Burnout syndrome”. – *Assoc. Prof. Irina Danailova from the Department of Human Resources and Social Protection at University of national and world economy, Sofia*
3. “The self-assessment tool covers the essential aspects related to Burnout that should be observed and reported as causes, symptoms and manifestations in the responsible teaching profession. The structuring of the questions is unified



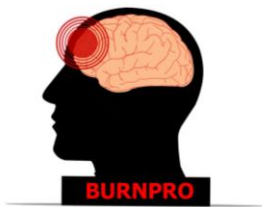
with respect to the self-rating scale. This approach allows objectification of respondents' answers. At the same time, there is a specific approach in terms of the number of questions, which focuses attention and allows entering into the specifics of the causes, personal flexibility and adaptability in terms of symptoms and reactions." – *Mrs. Julia Simeonova, Deputy Chairman of the Management Board of the Institute for Social and Trade Union Studies, Confederation of the independent syndicates in Bulgaria.*

4. "The tool is very necessary for the recent situation of the mental health of teachers in Bulgaria. It is well constructed with clearly described expectations and benefits for the respondent. The digital version is a huge advantage, because each user will be able to test himself/herself in autonomous environment, where s/he will not feel judged. Another advantage is that trends from the pilot implementation will help the further extension of the national strategies for supporting resilience of teachers' mental health." – *Prof. Cristina Sanchez Romero, UNED, Madrid, Spain*
5. "I am very pleased to see such high level professional tool. For the first time I can see a digital platform, that supports autonomous completion and immediate provision of results and suggestions. I think it will reach huge interest of teachers to complete it independently. I really like the logic of the sections, which starting from more global overview and then concentrated to the real issues with the Burnout syndrome. Interesting point for me will be to see the national, but also other countries results. It will be valuable if at the end of the pilot process, the partnership came with a recommendation to the policy makers and to employers in the field of education to multiply the effect." – *Prof. Melchor Gomez, Autonoma University of Madrid, Spain*
6. "There is a real necessity of this self-assessment tool especially taking into account the recent challenges to us as teachers due to post COVID-19 adaptation as well as taking into account the huge administrative pressure by the policy level. It is easy to complete it online and we are very pleased that we receive immediate answer and recommendations by the online tool. No matter that it



takes considerable time to go through all stages and questionnaires, we believe in its usefulness and really will recommend it to our colleagues and to school principals, who are members of the Bulgarian Teachers' Union" – *Dr. Yanka Takeva, Chairperson of Bulgarian Teachers' Union*

7. "The BURNPRO Self-assessment digital tool has been an invaluable resource for me as a teacher. It has helped me to identify the early signs of Burnout and take necessary steps to prevent it from escalating. The tool is user-friendly, easy to understand, and provides actionable insights that have significantly improved my well-being." – *Carmen G., high school English teacher from Madrid, Spain*
8. "As a teacher, I often find myself overwhelmed with work and stress. The BURNPRO Self-assessment digital tool has allowed me to assess my level of Burnout and take steps to manage it effectively. It has been a game-changer for me, and I highly recommend it to all educators." – *Mark T. elementary school math teacher from Madrid, Spain*
9. "I have used the BURNPRO Self-assessment digital tool for several months now, and it has been incredibly helpful in managing my stress levels. The tool is comprehensive, easy to use, and provides valuable feedback that has helped me make positive changes in my life." – *Emilya T., special education teacher from Plovdiv, Bulgaria*
10. "The BURNPRO Self-assessment digital tool has been a lifesaver for me as a teacher. It has helped me recognize the warning signs of Burnout and take proactive steps to address them. I would highly recommend this tool to any educator looking to improve their well-being." – *Ivan D., middle school science teacher from Plovdiv, Bulgaria*
11. "Using the BURNPRO Self-assessment digital tool has been a game-changer for me. It has helped me identify areas where I need improvement and provided me with practical strategies to reduce my stress levels. I feel more balanced and focused on my teaching than ever before." – *Lisa R., kindergarten teacher from Barcelona, Spain*



12. “The BURNPRO Self-assessment digital tool has been an excellent resource for me as a teacher. It has helped me understand the impact of Burnout on my physical and mental health and has given me the tools to manage it effectively. Highly recommended!” – *Tundzhay Y., high school history teacher from Istanbul, Turkiye*
13. “As a new teacher, I was feeling overwhelmed and burned out quickly. The BURNPRO Self-assessment digital tool has been a lifeline for me. It has helped me identify the root causes of my Burnout and provided me with practical strategies to manage it. I am already seeing improvements in my well-being and job satisfaction.” – *Ahmet D., first-year teacher from Istanbul, Turkiye*
14. “The BURNPRO Self-assessment digital tool has been instrumental in helping me manage my stress levels and avoid Burnout. It is user-friendly, easy to understand, and provides valuable feedback that has helped me make positive changes in my life. Highly recommended!” – *Ferda E., elementary school PE teacher from Istanbul, Turkiye*
15. “I have been using the BURNPRO Self-assessment digital tool for several months now, and it has been a game-changer for me. It has helped me identify the early signs of Burnout and take necessary steps to prevent it from escalating. I would highly recommend this tool to all educators.” – *Rumyana, teacher from Sofia, Bulgaria*
16. “The BURNPRO Self-assessment digital tool has been an invaluable resource for me as a teacher. It has helped me identify the early signs of Burnout and take necessary steps to prevent it from escalating. The tool is user-friendly, easy to understand, and provides actionable insights that have significantly improved my well-being.” – *Tomas B., middle school art teacher from Madrid, Spain.*