



Editorial

The official term of the LEONARDO DA VINCI project ends on 30 September 2007. The ENETOSH network will remain in existence, however, and is growing by leaps and bounds. The majority of the partners have declared their desire to continue working together in the ENETOSH network. Their objectives are the collection of good-practice examples and the implementation of standards for instructors and trainers at national level. Exciting new joint projects are also in preparation.

July saw not only the holding of the concluding project meeting, but also this year's Training & Innovation, which was a great success.

Training & Innovation addressed the standardization of education and training in occupational safety and health. For this edition of the newsletter, we spoke to Kristiina Volmari from the HAMK University in Finland about the opportunities and risks presented

by consistent standards of competence for teachers and trainers.

Petra Ceglarek from the University of Potsdam presents a study entitled „What do university students know about occupational safety and health?“ In addition, the network has four new partners: the Czech Occupational Safety Research Institute (VÚBP), the University of Nottingham (Great Britain), PREVENT in Belgium and Suva, the Swiss accident insurance institute.

The first associate partner of ENETOSH is the INQA Noise in educational institutions working group of the New Quality of Work Initiative.

Kati Masuhr & Ulrike Bollmann trust that you enjoy reading the 5th issue of the newsletter.

A successful concluding ENETOSH meeting

The 4th ENETOSH project meeting was held at the BG Academy in Dresden on 4-6 July. The meeting was attended by the 13 core network partners and three silent partners, by the Polish Central Institute for Labour Protection – National Research Institute (CIOP-PIB), the Austrian Arbeitsinspektion (Labour Inspectorate), the TÜV SÜD Academy in Germany and the Czech Occupational Safety Research Institute (VÚBP).

On the first day of the meeting, the opportunity was taken to pool information on the progress made in the project. The Editorial Committee and the four expert groups responsible for good practice on the various levels of the education system reported on their work. The Editor of the ENETOSH Internet platform presented the recent changes to it. The latest results of evaluation of the network were also reported. Administrative requirements were also discussed.

The delegates then formed working groups, in order to continue work on standards for instructors and trainers in occupational safety and health. In addition to the 11 standards for competencies in the area of training, results are now available for a further three standards governing

competencies in the areas of occupational safety and health, OSH management and workplace health promotion. The prospects are healthy for these standards to receive recognition on a pan-European level. The focus on the third and final day was



discussion of the roadmap for the future of ENETOSH. Certain facilities of the network, such as the expert groups and the Editorial Committee, will for example remain in existence beyond the end of the project's official term. Joint projects for implementation of the ENETOSH standards, for introduction of an ENETOSH quality mark, and for example for the addition of good-practice examples from the area of public health to the ENETOSH database, will continue to lend direction and stability to the network in the future.

News

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Impressum

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Education and Culture

Leonardo da Vinci

7th Training & Innovation from 6 to 7 July 2007 in Dresden

80 delegates from 19 countries, from Finland to South Africa and from Spain to Turkey, attended the 7th Training & Innovation event, which offered a packed programme on the subject of standardization in OSH education and training.

Antonio Cammarota from the European Commission and Sarah Copey from the European Agency for Safety and Health at Work introduced the European dimension of the subject. The relevance to vocational training, and particularly to the qualification of teaching staff, was illustrated by Kristiina Volmari (HAMK) and Ulrike Bollmann (BGAG).

A special highlight was the opening of the second day by David Gold (ILO) with a presentation of the SOLVE programme.

A total of seven workshops were held,

covering a range of subjects extending from practical examples of the introduction of standards into vocational education and training, not least for trainers in occupational safety and health; through the benefits and drawbacks of trainer certification; to good-practice examples of the integration of occupational safety and health at all levels of the education system.



Several poster presentations, an exhibition, and an evening reception at an historical venue completed the 7th Training & Innovation.



The publication for the event is expected to appear in January 2008.

The next Training & Innovation will be held on 3 to 5 July 2008, on the subject of „Intercultural Dialogue in Occupational Health and Safety“.

The presentations can be downloaded at: <http://www.hvbg.de/d/bgag/veranst/train7/index.html>.

For more information, visit: http://enetosh.net/webcom/show_article.php/_c-29/_nr-58/_p-1/i.html

Fit for work (and) life? Students and Occupational Safety and Health



Petra Ceglarek

works in the area of health promotion, mental work stress and knowledge management. She is a member of the Health working group at the University of Potsdam.

In the course of vocational training, young people are systematically taught the facts of occupational safety and health and are trained to behave in a safety-conscious manner. Conversely, few university courses include occupational health and safety material as an obligatory part of the curriculum. This is particularly disturbing given

that in their subsequent careers, academic students will frequently have to assume responsibility for the safety and health of their staff. The higher the management level, the more relevant the subject of occupational safety and health as part of the manager's duty of care. How, then, is academic study to address these future vocational requirements?

Inspired by the OSHA 2006 „Safe Start“ campaign, the University of Potsdam conducted a survey of students in Potsdam to ascertain their OSH-related knowledge. The questions concerned the students' prior experience with occupational safety and health, estimations of accident risks, and basic OSH knowledge (accident insurance for students, employers' obligations, occupational accidents). Supplementary questionnaires were drawn up for specific academic subjects: What do trainee teachers know about teachers' duties in the event of a pupil suffering an accident? What do biology and chemistry students know about risks and about the proper handling of hazardous substances? What do sports students know about accident risks and about healthy organization of training? Altogether, the students' knowledge of general occupational safety and health issues can be described as inadequate. Despite major differences in knowledge between individual students, those studying relevant subjects (biology, chemistry, work science) do not possess significantly more knowledge than their peers. However, when compared to students of other subjects, the level of knowledge among students of relevant sub-

jects exhibits lower variation. These students are also more aware of accident risks.

The psychology students presented the results of the survey, in which 472 students took part, at a workshop in Potsdam in October 2006 as part of the European Week. The workshop combined presentation of the results with reports from individual academic disciplines. The Chemistry Institute, for example, presented its OSH concept, which integrates the delivery of instruction and knowledge into the curriculum before and during work placements, and reinforces it for example by means of attestations. The sports science department also delivered a presentation of its activity, as did the safety department and the public sector accident insurer and the region of Brandenburg. The first product of the results of this study was the concept of a series of lectures for student teachers to be held by a panel of speakers. The teacher-training centre at the University of Potsdam presented this concept, which is planned as a regular (at present, optional) feature. Health aspects in the context of schools were raised: work is in underway to incorporate OSH-related material in the broadest sense. The University of Potsdam will continue to promote the mainstreaming of occupational safety and health as a key qualification.

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A common framework for teachers and trainers

Interview with Kristiina Volmari, carried out by Kati Masuhr



Kristiina Volmari

is development manager at HAMK University of Applied Sciences, Vocational Teacher Education Unit in Finland. Her responsibilities range from international research and development activities to student and staff mobility. She is the national coordinator for Cedefop's Teacher Trainers' network (TTnet) since 2002.

On the 7th Training & Innovation you presented Cedefop and the project Defining VET professions. What was the reason why you and your university started to work upon such a difficult topic?

As you say, the topic is very challenging. However, it is closely linked to the activities of our institution, which is vocational teacher education. The project offered us the opportunity to build an education program that corresponds to the real needs of teachers and at the same time look at teachers', trainers' and principals' job profiles and competences from an international perspective.

What is your opinion, why is a common framework for teachers and trainers necessary?

A common European competence framework is necessary because the training and qualification requirements in VET vary greatly in Europe; we have countries where the requirement for becoming a VET teacher is a Master's degree and countries where there are no qualification requirements. Furthermore, the trainers in enterprises are doing more and more of the training today, but in most countries there is no initial training available for them. Consequently the competence level of trainers varies not only from country to country, but from enterprise to enterprise. A competence framework can steer developments and decision-making in a direction of better and relevant education for educators.

In addition, a competence framework has use on a more everyday level. Educators can use it to reflect on their professional effectiveness and to determine where they need more training. Principals and other management can utilise it in recruitment and in assessing and developing institutional competence.

Finally, in addition to raising the professionalism of the VET professions, a European competence framework can, with its analysis of the roles and responsibilities, be a valuable tool for increasing the esteem for both vocational education and training and its professionals.

Are there any disadvantages linked to such a framework?

I think that we should be careful when we build competence frameworks. A lot can be gained from common competence frame-

works, provided that they are relevant and focus on critical contents. A framework that is up-to-date and innovative will most likely contribute to teacher and trainer education in a positive way.

But competence frameworks or standards are not always necessarily beneficial. Too stringent frameworks can have a stagnating effect, preventing innovation and experiments. At their worst they can also be a hindrance to authentic and relevant curricula. Furthermore, they can complicate the individualisation of studies, where the students' individual capabilities, prior learning and experience as well as learning styles are taken into account.

What is your estimation, do you think how easy or difficult will it be to implement the framework. Will there be a lot of opponents coming from the row of teachers and trainers?

It all depends on how the framework is built. If it is flexible allowing for personal, local and national implementations there will most likely be less opposition. Basically, in those countries in which the training of VET professionals is on a high level the framework will probably be welcomed as a useful tool both by policy makers, teacher educators as well as local authorities. But, those countries which are at the "other end of the stick", will probably be alarmed of the consequences on their educational structures and naturally of the costs.

I am convinced that the teachers' and trainers' attitudes will very much depend on how the competence framework is structured and presented. It should be seen as a tool, not as a stringent standard. A stringent and detailed list of competences will be like a straitjacket hindering motivation for institutional development and progress arising from the individuals themselves. Instead, it should be a means to increase the professionalism of educators in VET, to raise the quality and attractiveness of vocational education and training in Europe and to provide equal opportunities for every European.

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Calendar of events

19 September 2007

Joint network meeting of the European networks at A+A, Düsseldorf [DE]
www.aplusa-online.de

24 – 25 September 2007

ISSA Section on Education and Training for Prevention, Paris [FR]

23 – 25 October 2007

XX International Conference for new Trends in Safety and Health, Vysoké Tatry [SK]
<http://www.sjf.tuke.sk/kbakp/cinnocit/konferencie/BOZP/indexE.htm>

24 – 25 October 2007

Annual conference of the NA-BIBB in the lifelong learning programme „Lernort Europa“ (Europe as a venue for learning), Bonn [DE]
http://www.na-bibb.de/lebenslanges_lernen/

7 – 9 November 2007

5th joint EU/US conference for occupational safety and health, Lisbon [PT]

21 – 22 November 2007

Alpine colloquium of the construction sector, Sankt Gallen [CH]

28 – 29 February 2008

International conference on the subject of education and training in the changing world of work, Prague [CZ]

29 June – 2 July 2008

XVIII World Congress on Safety and Health at Work: A Societal Responsibility, Seoul, Korea [KR]
<http://www.safety2008korea.org/eng/index.jsp>

3 – 5 July 2008

8th Training & Innovation, „Intercultural Dialogue in Occupational Health and Safety“, BG Academy, Dresden [DE]

Summer 2008

4th WorkingOnSafety.net conference, Greece [GR]

Autumn 2008

The Healthy University, BG Academy, Dresden [DE]

18 – 20 September 2008

Euro Skills 2008, Rotterdam [NL]
http://www.euroskills2008.nl/files/Doc/Factsheets/ES08_PR_FS_4_UK-EuroSkills2008_v2.pdf

New ENETOSH members

The Occupational Safety Research Institute (VÚBP), Czech Republic

The chief function of the VÚBP is scientific research, certification, and the application of tools and methods in the area of risk prevention. Priorities are workplace-related impairments of the life and health of persons, the environment, and genetic integrity, and also of well-being at work and the quality of working life.

In addition, the VÚBP is involved in operational research, i.e. monitoring of the current state and new trends in OSH, and gathers and maintains data and statistics related to OSH.

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University of Nottingham, UK

The Institute of Work, Health and Organisations (IWHO) is an international post-graduate research school at the Faculty of Law & Social Sciences of the University of Nottingham. It promotes the contribution of applied psychology to occupational and public health and safety and to the support of the associated health services. Its objectives are directed at the development of healthy behaviour, healthy communities, and healthy work organizations. Occupational psychology, occupational health psychology, and clinical psychology are among its defining interests.

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PREVENT, Belgium

This institute's activities are primarily geared towards gathering, developing and transferring knowledge concerning occupational safety and health and well-being at the workplace. To this end, the institute conducts research and studies with an applied focus. It gathers information and documentation throughout the world. The institute works with regional, national and international networks in order to exchange information and to pool experience.

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Suva (Swiss accident insurance)

Suva is an independent institution incorporated under public law. It is the largest statutory accident insurance institution in Switzerland. The services of Suva encompass prevention (SuvaPro, SuvaLiv), insurance (SuvaRisk) and claims management and rehabilitation (SuvaCare).

The head office of Suva is located in Lucerne. At the same time, with 19 branches throughout Switzerland, Suva maintains a local presence for its customers.

The social partnership is reflected in the composition of the administrative board; employees, employers and the Swiss government are all represented.

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Associated partners

INQA Noise in educational institutions, Germany

The New Quality of Work Initiative (INQA) is conducted jointly by the German national and regional governments, the social partners, social insurance institutions, foundations and businesses.

The INQA Noise in educational institutions working group has set itself the target of reducing exposure during teaching and learning. In order for noise exposure to be reduced in the workplace of educational institutions, three aspects must be addressed in combination:

- Optimization of acoustics in the premises
- Effective educational measures
- A structure and organization of the educational institute which is conducive to good health

INQA Noise in educational institutions merges information on all three levels, forges contacts between disseminators from the area of occupational safety and health, and serves as a platform for joint activities for the improvement of teaching and learning conditions in educational establishments.

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