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## Teaching intervention to enhance occupational safety behaviours for tea plantation workers in Assam

### Why tea workers?

Several kinds of hazards: physical hazards, UV exposure, respiratory hazards, electrical hazards, fire and explosions, and ergonomic problems especially for women in plucking areas where women represent 80% of total workers in the field.

### The teaching intervention:

- Visiting 7 tea estates in three districts in Assam
- Obstacles: language barrier, workers fear to join, the management feels uncomfortable; not enthusiastic
- Design of the teaching intervention: colourful clear image/photo posters, games and simulations
- Focus on two measures: Good posture in different work positions and personal protective equipment
- Two steps teaching intervention
- Implementation inside the tea community: a large number of workers – men and women – were able to join, including children and older workers.

### Results

- Intervention activities excited the workers to join and to share their experiences, being interested and experiencing fun.
- Some positive behaviours appeared during the second step of the intervention by some workers: they involved themselves into the intervention at different ages.
- Women were more conscious and accepted the changes more than men.

### Conclusion

- OSH language does not have any barrier.
- Teaching intervention covers new and attractive methods, it can be designed for any level of knowledge and different levels of education.
- Tea workers are able to develop their skills and OSH consciousness by inexpensive training and awareness campaigns that can easily increase the level of motivation of workers to enhance their OSH behaviours.



Tea workers in the field and while transporting tea