EU-OSHA‘s campaign and materials – a success story

Mainstreaming OSH into education: towards a culture of prevention

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“Safe start” – OSH in education and preventing risks to young workers

OSH and education: start young - stay safe
Employment policy – jobs for youngsters

OSH is about

• Creating quality jobs for young people
• Getting young people at work by giving them skills
• Keeping them in work, by ensuring they are not disabled by their work - Disabled at age 30 is an enormous cost to society – and a tragedy

Quality work includes

• Safe and healthy jobs in a good safety culture
• Quality OSH training – life-long OSH development
• Quality supervision/mentoring on OSH
• Young worker engagement, two-way dialogue, empowerment on OSH
• OSH – integral part of doing job right

Qualified on OSH

• UK British Safety Council sponsored OSH certificate – year-14. Often ONLY qualification that some leave school with!
OSH in education curricula
Member State activities (1)

European cooperation agreements on education
  • Convergence of school curricula, subjects and learning objectives across
    the Member States

Recognised as necessary and important
  • All MS showing significant progress – from nursery to upper secondary
    schools

Many activities at 1st and 2nd level in place or planned
  • Statutory curricula requirements
    – can be combined with recommendations
    – resources/guidance to support statutory requirements
  • Formal recommendations
  • National guidance where no statutory requirements

Strong partnership approach – OSH Authorities, Government Education
  Ministries, Curriculum Authorities, others
OSH in education curricula

Member State activities (2)

- Risk education learning objectives increasingly compulsory in the science, technology and physical education core curriculum subjects
- Inclusion of relevant learning objectives also increasing seen as part of health education, environmental studies, citizenship/civic studies…
- Many innovative resources
- University-level least well developed
- Training needed – for existing teachers, for trainee teachers
- Integrated approaches e.g. whole-school approach to safety should be recommended:
  * Safe learning environment + education
OSH in education curricula – Some success factors

- Objectives in the national OSH strategy
  - With commitment, resources
- Be realistic – school curricula very crowded
- Look for opportunities, such as curricula reviews
- Cooperation
  - education authorities and curriculum-setting bodies
- Tailor activities
  - to curriculum, policy and teaching methods
- Embed risk education across the curriculum
- Resources and professional development for teachers
- School-level OSH qualification – to fit qualification system
- Partnerships and networks
  - consistent approach and avoiding duplication
- Whole-school approach to OSH
Strategies for training teachers to deliver risk education

- Training as part of a ‘whole-school’ approach
- Training of all future teachers to include basic information about OSH
- All teachers to receive OSH instruction as part of their induction on arrival at a school
- Head teachers to receive additional training
- Other teachers to receive additional training, depending on their teaching specialisation
- Networking schools and OSH/risk education “champions”
- Cooperation and participation of a wide range of stakeholders
- Identifying synergies and ways to teach teachers
- Providing schools with specific support, information and tools
Whole-education establishment approach to OSH
Case studies

• Improves staff and pupil health and safety
• Develops student understanding of OSH and its importance by example
• Risk prevention in schools develops teachers’ understanding of OSH
• Improves learning environment so improves learning as a whole
• Involving pupils in hazard spotting and decisions gives them ownership and develops skills
• Gains education sector support

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In summary

Education policies and practices

Young worker policies and regulations

OSH mainstreaming into education

Job/Workplace

Industry type, work hazards, workload, job tenure, etc.

Young worker

Personal background and experience, OSH knowledge, values, attitudes, behaviour, physical, cognitive & emotional characteristics, etc.

training, information, supervision

Health outcomes

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Napo for teachers:
A new resource for primary schools
Who is Napo?

European Identity Card

Name: NAPO
Year of birth: 1992

Nationality: Cosmopolitan

City of birth: Strasbourg
Country of origin: France
Parents: The Napo Consortium

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Who is Napo?

Is the **hero** of animated films to introduce OSH topics

He is **not limited to one specific job**, he could work in any industry or sector

His **culture is neutral** but he is an appealing character with strong reactions and emotions. No matter the age and level of work experience, everyone can identify with him.
Where does the idea come from?

Napo is the brainchild of a group of OSH Communications professionals now known as the Napo Consortium:

- AUVA (Austria)
- SUVA (Switzerland)
- INAIL (Italy)
- INRS (France)
- DGUV (Germany)
- HSE (UK)
- EU-OSHA(EU)

Why Napo?

Napo was conceived in order to present OSH topics through a new perspective to reach additional audiences and to introduce experts and institutions to a fresher way to deal with OSH topics.

The role of Napo and his friends is to provide an appetiser to OSH topics through their engaging characters, amusing story lines, and their humorous and light-hearted approach.

“Safety with a smile” is Napo’s contribution to safer, healthier and better workplaces.
EU-OSHA and NAPO

• Key ambassador of EU-OSHA’s Healthy Workplaces Campaign in Europe and at national level

• Videos that have been produced to promote EU-OSHA campaigns and highlight the workplace hazards so far:
  • Safe maintenance; Protecting the skin; Chemicals; Risky business; Noise prevention; Safe on site, etc…
Napo’s friends

**The Boss** is the main supporting character who represents authority.

**Ms Strudel** represents a level of authority higher than or parallel to that of the boss.

**Napette** may perform the same or similar duties to Napo.

**Other colleagues** appear in Napo’s films too and serve as a foil to Napo’s exploits.

**The animals and animated objects** are likeable characters that help to develop the stories and give a cartoon touch to the adventures of our hero.

Napo films
http://osha.europa.eu
Development of Napo for teachers

Steering Committee meeting in September 2010
Reference Group meeting in November 2010

Each lesson plan features:

• Relevant accompanying Napo video (s)
• Suggested activities
• Topic helpsheet for teachers
Launch and testing

- English master agreed by all parties
  - End 2010
- Adapted into Slovenian, Spanish and Danish
  - February 2011
- Pilot lesson Plans launched in four testing countries (Denmark, Ireland, Slovenia, Spain)
  - March 2011
- Independent Focus Group testing completed
  - March/April 2011
- Teacher evaluation forms dispatched in partnership with national experts and completed by teachers in
  - March/April/May 2011
Summary of testing process/ Teachers’ Evaluations

- List of primary school teacher and email addresses compiled in each of the testing countries
- Short evaluation form emailed to teachers requesting their feedback on the lesson plans at theoretical level
- Approach varied in each of the countries:
  - Denmark – Lesson plans sent directly by EU-OSHA’s contractor
  - Ireland – Lesson plans sent by national expert (Health and Safety Authority)
  - Slovenia – Lesson plans sent by national expert (National Education Institute of the Republic of Slovenia)
  - Spain – Lesson plans sent by EU-OSHA’s contractor to list provided by Spanish national expert (Centro de Seguridad y Salud Laboral de Castilla y León)
- Teachers rewarded with Napo goody bags as incentive
- 80 responses received and evaluated
Summary of Responses / Teachers’ evaluation

In total 80 responses received:

- Denmark – 13 (of 319 mailed): 4.075% response rate
- Ireland – 11 (of 300 mailed): 3.6% response rate
- Slovenia – 28 (mailed directly by national expert)
- Spain – 28 (63 teachers mailed): 44.4% response rate

Responses by lesson:

- Lesson 1: 32 completed evaluations
- Lesson 2: 25 completed evaluations
- Lesson 3: 23 completed evaluations

The responses serve to give a good overview of teacher opinions at a theoretical level

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Teachers’ feedback

Response to Question 1 (all countries, all lessons)

Is the lesson plan relevant to your current curriculum in your country’s primary school?

Yes, very relevant: 53%
Somewhat relevant: 47%
Not at all relevant: 0%

“Occupational matters are not normally a feature of education at Primary level, but on the other hand, it’s a good age to introduce this topic.”
Ireland, lesson 3

“The lesson plan can naturally be included in a context of a theme - hardly alone.”
Denmark, lesson 2

“Teaching material can include in achieving the goals of our curriculum.”
Slovenia, lesson 3

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Teachers’ Feedback

Response to question 10 (all countries, all lessons)

How would you describe the support provided by the helpsheet attached to the lesson plan?

- Very useful – 59%
- Somewhat useful – 41%
- Not useful at all – 0%
- Too much information – 0%
- Not enough information – 0%

“It is very clear.”
Ireland, lesson 1

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Conclusions

- In general the lesson plans were well-received:
  - Teachers interested in introducing the topic
  - Found the resources likely to engage the children under their tutelage
  - Found the resources to be comprehensive and well-prepared
  - Flexibility of the lessons was important to them

- Little disparity between results for each of the countries: On the whole the lesson plans would likely be well-received across Europe

- Areas for improvement:
  - Some teachers found the lessons to be a bit long
  - Technical problems in viewing the videos
  - Difficulties in fitting lessons into an already packed curriculum
Focus Groups: objectives

- DJS Research was commissioned to conduct research to understand:
  - “How the toolkit is used by teachers and how it is received by pupils”

- The research objectives for this included:
  - Evaluate how teachers use the Napo teachers’ toolkits
  - Understand how the toolkit is adapted to suit teachers’ needs
  - Assess pupils’ reactions to the lesson
  - Determine the key strengths
  - Determine areas for improvement / potential barriers to use
Focus Groups: methodology

Briefing
- DJS Research selected agencies and briefed them about research background, objectives and methodology

School selection
- Each agency identified a suitable school to take part in the research

Lesson planning
- Teachers from the schools were sent materials to start lesson planning and agreed date for research

Observation
- Researchers in each country observed the lesson being taught

Interview
- Researchers conducted a depth interview with the teacher to understand reactions to the materials
# Focus Groups: Fieldwork Locations

## Detail about the schools

**Ireland**
- Catholic State School in Dublin area (small town just outside Dublin) with boys and girls,
- Based in a middle class area and students have good support from parents and children are generally keen to learn.
- Most classrooms have PowerPoint and interactive white boards, which are used regularly.

**Slovenia**
- State School in Savinjska, which is a countryside area, with boys and girls.
- Students come from mixed social backgrounds but most students are keen to learn and generally hardworking.
- New technologies such as PowerPoint and interactive white boards are just beginning to start in the school, and only one classroom has a computer.

**Spain**
- Private fee-paying school near Barcelona, with boys and girls (lessons in Catalan and Spanish).
- Based outside Barcelona, children are generally from wealthy backgrounds, although there are no entry requirements for the school (open to any students).
- Every classroom has a projector and laptops, school is beginning to install interactive whiteboards but not yet in every classroom.

**Denmark**
- State primary and secondary school in Ugelboelle.
- All classrooms have a computer and projector for the teacher, some have computers for students to use (1 computer to 3 students).
- Children are generally from middle class backgrounds, with a lot of support from parents.
Focus Groups: Resources Tested

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<th>Country</th>
<th>Product</th>
<th>Age Group</th>
<th>Date</th>
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<tbody>
<tr>
<td>Ireland</td>
<td>Best Sign for Safety</td>
<td>Children aged 7-9 yrs</td>
<td>7th April 2011</td>
</tr>
<tr>
<td>Slovenia</td>
<td>Be Body Wise</td>
<td>Children aged 7-8 yrs</td>
<td>12th April 2011</td>
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<td>Spain</td>
<td>Hazard Hunter</td>
<td>Children aged 9-10 yrs</td>
<td>12th April 2011</td>
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<tr>
<td>Denmark</td>
<td></td>
<td>Children aged 10-12 yrs</td>
<td>6th May 2011</td>
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Teaching Resources Used

- **Free or cheap resources**
- **Government resources / teaching schedules**
- **Internet**
- **Develop own resources**
- **Share resources from other teachers**

“Cost is one of the primary considerations, because the school has a tight budget”
(Slovenia)

“We have the government SPHE teaching schedule”
(Ireland)
Health & Safety in primary schools

• There is no formal ‘Health & Safety’ aspect to the curriculum in any of the countries researched

• However teachers did recognise that some of the topics that they do teach have similarities to the topics covered in the Napo lessons:
  – Road Safety teaches children to learn and recognise road signs
  – Substance abuse teaches children an awareness of some aspects of corrosive materials
  – Health and hygiene teaches children about looking after their body

Although not currently on the curriculum, Health & Safety has a good fit with the curriculum for SPHE (Social, Personal, Health Education in Ireland), Citizenship (Spain), Awareness of the Environment / Society and Nature (Slovenia), Safety and Awareness (Denmark)
Initial Reactions to “Napo for teachers”

*Initial reactions were positive, if a little overwhelmed at the amount of content*

**Positive**
- The website looked well organised
- The materials were engaging

**Confusion**
- Issues locating the correct video

**Overwhelmed**
- Each resource has a lot of content
- “How am I going to get through all that in an hour?”

**Reassurance**
- Identify the best materials for the class and age group
- Use the help sheet to develop understanding of the topic
Key strengths

Napo character

- Humour
- No spoken language

Interactive lessons

- Different from usual lessons
- Suitable for range of different learners
- Tasks can be split across different types of learners
- Discussion encourages participation
Key strengths

Wide appeal for students

- Boys and girls
- Practical and academic learners

Subject matter

- Teachers think the subject is important
- Some links to existing curriculum

Easy for teachers to use

- Detailed information in help sheets
- Easy to adapt / flexible
- Lots of continuation / follow up work
Potential Barriers

Curriculum

• Although important, there are not direct links between the curriculum and Napo resources

Time Constraints

• 1-2 hours is too long for a lesson as children begin to lose concentration
• Current lesson plans have too much content for a single lesson

Technical difficulties

• 2 of the teachers encountered technical difficulties with the video at some point (either when first watching it, or during the lesson)
Recommendations

Time constraints

- Be explicit about the flexibility of the resources
- Adapt lesson plans to cover fewer topics over a series of lessons
- Target lessons that last a maximum of 40 mins

Materials / technology

- Provide technical support instructions (Mac and PC)
- Ensure videos are available for download and not just playable on YouTube

Tackling Relevance

- Promote links to existing curriculum (road safety, SPHE etc)
- Work with education authorities to promote the importance of Health & Safety within the curriculum

Promoting Resources

- Play on key strengths of the resources when promoting them:
  - Easily adaptable
  - Appealing to children
  - Humorous
  - Important subject matter
  - Interactive lessons for all types of learners

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Napo for teachers…after implementing recommendations

- 3 original lesson plans have become…6 shorter lesson plans (adapted to 40/45 minutes each):
  - Napo’s best signs for safety: Danger and prohibition signs
  - Napo’s best signs for safety: Mandatory and rescue signs
  - Be body-wise with Napo: risks for the skin
  - Be body-wise with Napo: risks for the back
  - Napo’s Hazard Hunter: Identifications of risks
  - Napo’s Hazard Hunter: Intervention and Prevention

- Resource library (language free) has been added
- Some “help sheets” have been enriched to provide more information to teachers
- Supporting video clips are no longer in Youtube, but accessible and downloadable from Napo website
Napo for teachers…promotion

- 3 additional languages (now available in 7):
  - French, German and Italian

- Press release to tailored media list to cover education related outlets

- E-mail newsletter to primary school teachers
  - Involvement of EU-OSHA Focal Points and Education Ministries on a voluntary basis

- Placement of online banners on education web platforms
Napo for teachers…next steps

- Still promotion in Italy
- Second newsletter (reminder) to primary school teachers
- Evaluation/Revision of feedback:
  - Form users/teachers
  - From Focal Points
  - From other stakeholders, including Education Departments
- If positive results…..
  - Make it available in more EU languages
  - Produce additional lesson plans
  - Produce more free-language resources…….
Mainstreaming OSH into education
Safety & Health with a smile

THANK FOR YOUR ATTENTION

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