ENETOSH

European Network Education and Training in Occupational Safety and Health

NEWSLETTER 12

Creating Leaders of Tomorrow – Today
By Steven Horvath

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The health and safety question to industry today is, where are the leaders of tomorrow going to come from? How can we cultivate future leaders who have a shared set of values and expectations for a safe and healthy work environment, a heightened sense of awareness, and the skillset to make a philosophical and sustainable change in the workplace for a new generation?

Industry cannot achieve such a cultural shift in isolation. The workplace, school system and community are interdependent for achieving sustainable change in culture and expectation. To succeed, organizations need to seek harmonization with schools and involve community resources which will enable a shared vision that provides a continuum of safety from early childhood to retirement.

We have seen success in school programs with the whole-school approach. This holistic approach to health and safety encompasses all aspects of, and stakeholders in, the educational organization, including the curriculum, the learning and work environments, school management, students, parents and the entire community, to create a safe zone for all students and staff. Awareness is heightened, expectation of a safe environment is nurtured, and roles in prevention are defined – all at a young age, well before

entrance into the workforce.

The challenge is entrenching a way of thinking about, and approach to health and safety.
Teaching students to identify hazards, and assess and reduce risk in all aspects of their lives - school, home and community - will instill good life-long habits and help cultivate a deep understanding of their responsibility for their own health, the health and safety of their peers, the community and later, their future working environment.

To build trust and sustain credibility with students and the school system, these efforts must be a collaborative continuum of education with all the stakeholders of the education system, community and the workplace. Our future leaders will emerge with a new value proposition for the workplace through this focus on engaging all stakeholders, and students will share these new understandings with their community and as they enter the workforce. There will be a new level of expectation leading to greater dialogue and championing for a new culture of prevention.

Creating a safe and healthy learning environment is critical; however it is through these new perceptions and attitudes about student safety, and by raising consciousness throughout the school years that will later translate into success in the workplace, and help create effective leaders of tomorrow - today.

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Editorial

Welcome to the ENETOSH symposium "Creating a safe and healthy learning and working environment" at the XX World Congress in Frankfurt, Germany!
This special edition of the ENETOSH newsletter will be published on the occasion of the event. The lead article is written by one of the co-organizers of this symposium. Furthermore the 12th issue of the ENETOSH newsletter is reporting on networking of networks and recent contributions by education and training to the development of a culture of prevention in Guyana, Macedonia and UK.
Enjoy the World Congress!
Ulrike Bollmann & Claus Dethleff

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Education and Culture

Leonardo da Vinci

OIC-OSHNET
Occupational Safety and Health Network

Turkey's cultural, historical and geographical assets have led to a new area of cooperation in OSH which covers the member states of the Organization of Islamic Cooperation (OIC). The Ministry of Labour and Social Security (MoLSS) and the Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC), a subsidiary of OIC, worked closely together to form the

OIC Occupational Safety and Health Network (OIC-OSHNET) which was established in May 2010.

The Network

OIC-OSHNET is a transnational network project within the framework of the Vocational Education and Training Programme for Islamic Countries (OIC-VET). It was proposed by the Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC) in order to establish closer cooperation for sharing knowledge, experience and new technologies; to conduct joint research and training; to exchange good practices; and to organize new initiatives, projects and programmes in the field of occupational safety and health among similar local, national and regional institutions, OSH researchers and practitioners, national authorities, policy makers, social security institutions and employers' and workers' organizations active in this field in the OIC member countries.

Kick-Off

OIC-OSHNET was kicked off with a meeting, jointly organized by SESRIC and ISGUM, in Ankara, Turkey on 16-17 May 2011, with the participation of experts and directors of occupational safety and health, as well as deputy secretaries of Ministries of Labour from 15 OIC member countries, namely, Albania, Bangladesh, Egypt, Iraq, Jordan, Kyrgyz Republic, Lebanon, Malaysia, Morocco, Oman, Pakistan, Palestine, Senegal, Turkey and United Arab Emirates.

The vision of the project is to establish an international network for systematically sharing information and experiences in occupational safety and health among professionals, to build public awareness of occupational safety and health in OIC member countries, and to improve the quality of service in this area.

Objectives

With the OIC-OSHNET, it is expected that all the stakeholders involved, including members of the general public and the private sector, will generate awareness of occupational safety and health, enhance their knowledge in related fields, develop a better understanding of the current situation at national and regional levels, and report on these findings.

Results

First results show that awareness of OSH in the member states has been increasing. Institutional capacity of the institutions in member states in the field of OSH will be developed. Furthermore, member states are able to observe best practice examples and exchange information-communication so they can keep up-to-date in the field of OSH. Finally, the number of bilateral and multilateral projects between member states is expected to increase.

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Turkish Ministry of Labour and Social Security

Mainstreaming OSH into Education in Guyana
Development of a National Safety and Health Preventative Culture through School Education

Tackling Child Labour through Education (TACKLE) is a project jointly launched by the European Commission and the International Labour Organisation (ILO) to fight child labour. Within the framework of the School Retention and Child Labour Prevention Programme of TACKLE Guyana, with the technical assistance of the ILO, the Ministry of Labour (MOL) and the Ministry of Education (MOE) were introduced to the whole school approach to OSH by participating in the workshop "Mainstreaming OSH into education: Towards a culture of prevention" which took place in November 2012 at the ILO Training Centre in Turin, Italy. After the workshop, a working group was established with the aim of incorporating safety and health into the Health and Family Education (HFE) Curriculum which was the nationwide programme for primary and secondary schools.

Action points

Pilot safety and health educational sessions took place in two primary schools in May and June 2013, with positive feedback. Furthermore, safety and health sessions targeting students as well as parents and teachers were jointly organized by MOL and MOE, in collaboration with ILO-Caribbean, at targeted TACKLE primary and secondary schools in November 2013.

Conclusion

Safety and health education programmes were implemented in primary and secondary schools in Guyana. Sensitization of key players, support from major stakeholders (ministries), technical assistance from international agencies including sharing practical tools and the use of the existing framework (TACKLE Guyana) were the key success factors. In order to extend the initiative to the national level and to ensure sustainability, the next step is to gain policy-level commitment from relevant ministries, to enhance the capacity of teachers and relevant officials, and to collaborate with all stakeholders including parents and communities.

Yuka Ujita | ujita@ilo.org
ILO Decent Work Team and Office for the Caribbean

New Members

All–Russia Institute for Occupational Safety and Labour Economics (VCOT)
Russian Federation
vcot.info
....

Albanian Occupational Safety and Health Centre (AOSHC)
Albania
....

Centre for Applied Health Sciences of the Leuphana University Lüneburg
Germany
www.leuphana.de/zentren/zag.html
....

Croatian Health Insurance Fund
Croatia
www.hzzo.hr
....

Department of Environmental Engineering and Occupational Safety of the University of Novi Sad
Serbia
www.izzs.uns.ac.rs
....

Faculty of Mechanical Engineering, Department of Safety and Quality, Technical University of Košice
Slovak Republic
www.sjf.tuke.sk/en

Joining the World Congress

"I am joining the XX World Congress 2014 in Frankfurt... "

"...because we, as teacher organisations, have a lot to learn from others in the field of health and safety. Hopefully, our work on learning and the working environment can also be a part of a learning process for others. We need a preventive culture as part of training and education in this field in order to make OSH regulations effective."

Anders Eklund, Lärarförbundet

"I am joining the XX World Congress 2014 in Frankfurt... "

"...because it´s the best opportunity to discuss common problems that cross international boundaries and I am sure to find some solutions. I am particularly interested in two subjects on offer: "Networking as a driving force for prevention" as defining the purpose and outcomes of a network is a new concept to me, and should make a network far more effective for example if working together to solve one common problem. The other is "training and lifelong learning" because too many OSH professionals tasked with training deliver materials by lecturing. Their audiences therefore have no cognitive stimuli, and are less able to translate what they have heard into reality in the workplace. I would like to learn how other countries approach this – training and getting the message across is becoming more important then ever as labour forces become ever more multi national and multicultural."

Julia Cotton, College Safety Auditor, Safety Department, Imperial College London

Upcoming Events

5ᵗʰ September to 8ᵗʰ October 2014
7th International Working on Safety Conference,
Glasgow [UK]

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21ˢᵗ May to 5ᵗʰ June 2015
The 31st International Congress on Occupational Health (ICOH),
Seoul [KOR]

OSH WIKI
By the European Agency for Safety and Health at Work

The European Agency for Safety and Health at Work (EU-OSHA) has launched OSHwiki, the new free source of OSH knowledge within the OSH community.
The aim of the OSHwiki is to provide authoritative, in-depth and easily updated information on OSH. Furthermore, the OSHwiki will enable OSH professionals worldwide to share information and collaborate in real time, leveraging the vast knowledge of the OSH community (practitioners, researchers, etc) to create timely, informative articles that provide a broad perspective on a wide range of OSH issues. It will also provide an ideal way of networking online with the OSH community.
EU-OSHA has already engaged the main OSH institutes throughout Europe and they have created seed content covering key topics (OSH in general; OSH management and organisation; prevention and control strategies; dangerous substances (chemical and biological); physical agents; ergonomics; safety; work organisation; psychosocial issues; health; sectors, occupations and groups at risk).
Representatives from some of these institutes (Central Institute for Labour Protection – National Research Institute (CIOP-PIB), Federal Institute for Occupational Safety and Health (BAuA), Finnish Institute of Occupational Health (FIOH), Health and Safety Laboratory (HSL), Institute for Occupational Safety and Health of the German Social Accident insurance (IFA), National Research and Safety Institute for the Prevention of Occupational Accidents and Diseases (INRS), Italian Workers Compensation Authority (INAIL), National Institute of Occupational Health (STAMI), Netherlands Organisation for Applied Scientific Research (TNO)) also make up the OSHwiki Scientific Committee that provide EU-OSHA guidance on strategic issues as well as exploring how to create synergies and foster a participatory culture and social connection within the OSH community via OSHwiki.
In order to guarantee the continued quality of OSHwiki content, EU-OSHA will grant access to "accredited authors" from the OSH community. This could include members of professional, scientific or official bodies at national and international level.
For further information about becoming an "accredited author" please contact info@oshwiki.eu.

Kate Palmer | palmer@osha.europa.eu
European Agency for Safety and Health at Work

OSH WIKI beta
Networking knowledge
http://oshwiki.eu

Five reasons to join the OSHwiki as a user or an author

Professional benefit
By commenting and building upon original articles, you will be involved in knowledge development.

Personal benefit
You will gain recognition in the OSH community through the content you produce; you can demonstrate your expertise on a particular OSH topic.

Networking
You can contribute and debate new content on specific topics, connecting you with co-authors.

Synergy
You can link your contributions to OSHwiki with your other tasks, or those of your institution. Or you can re-utilise the content you produce for other purposes.

Worldwide reach
OSHwiki is a global OSH community which works in all languages.

Promoting a Culture of Prevention
Sharing Good Education Practice internationally

Managing the unexpected rather than avoiding risk, being proactive, and taking a holistic approach – these are all aspects of a culture of prevention.

Lifelong Habits
Education can underpin many of these values. What people learn when they are young forms lifelong habits. Therefore, it is important that a culture of prevention is included in primary and secondary education.

Whole School Approach
To further this aim, a project was devised by the Macedonian Occupational Safety and Health Association and the Institution of Occupational Safety and Health. Its aims were to help teachers at a secondary school in Skopje gain new ideas and learn how to better include occupational safety and health (OSH) in the curriculum; to apply a 'whole school' approach to health and safety; and to learn how to transfer OSH knowledge to their students.

Safeside
The group of teachers participated in a programme of theoretical presentations and practical visits in England to see how health and safety was integrated into apprenticeship programmes and they also visited a purpose-built facility 'Safeside' to see how safety is taught to 11-16 year olds in a practical way.

The teachers benefited from their visit and broadened their knowledge of OSH. They saw practical examples of how OSH is communicated to students in colleges and were able to discuss these with other teachers.

Important Issues
Important issues covered included:
- Using interactive and experiential learning with examples relevant to young people.
- Involving young people in decisions about safety and health and using peer mentoring.
- Being mindful of psychosocial factors - helping to build up resilience and self efficacy so that young people have the confidence to speak out when they are in an unsafe situation.
- The usefulness of risk benefit analysis to justify decisions, so that students can experience risky activities.
- The fact that teachers can act as role models.

Implementation
They produced a number of action points to implement upon their return to Skopje, starting with implementation of safety and health measures in their own schools and raising awareness of the need to embed health and safety into their teaching. They held a seminar to pass on the lessons learned to all teachers at their school and they plan to disseminate findings to other schools within the Skopje area.

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ENETOSH by Numbers State of the Art in 2014

68 Members from 29 countries
710 examples of good practice from 43 countries on www.enetosh.net

Chile, Latvia, Slovenia, Russian Federation, Mexico, Kyrgyzstan, Malta, Greece, Spain, Ireland, Luxemburg, Sweden, Ukraine, Germany, Switzerland, Canada, Latvia, Poland, Bolivia, Australia, Guatemala, Hungary, Nepal, Finland, USA, France, Austria, Turkey, Serbia, Republic of Korea, Romania, The Netherlands, F.Y.R. Macedonia, United Kingdom, Croatia, Norway, Belgium, Italy, Cyprus, Bulgaria, Albania, Portugal, Slovenia, Lithuania, Slovak Republic, Denmark, Belgium, Czech Republic, Singapore, Estonia

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in Occupational Safety and Health

"Whole School" Approach to Safety and Health
By Sue Boychuk

An innovative collaborative model to support health and safety in schools

A "whole-school" approach mobilizes a shared responsibility within the school to support the wellness of all occupants through a culture of prevention. ALL occupants participate to identify and address school hazards, gain knowledge around safety and health issues, and commit to working and learning in a safe and healthy environment. A holistic approach makes all aspects of safety and health of both staff and students a top priority in all actions, thinking and planning and supports student success. Students learn in a cooperative safe-thinking environment that will stay with them as they move into their future endeavours.

The model aligns policies and priorities around student safety and health with workplace safety for teachers and staff so that ALL aspects of safety and health for all are core to a school's daily business. Considering student safety and health is nothing new for educators, but what is innovative is: including workplace safety for teachers, support staff and volunteers within the student safety focus, bringing that commitment to safety and health to the forefront of everyone's thinking and making that a hallmark for schools.

The safety and health of teachers, students, support staff and visitors is never an afterthought or an add-on in a whole-school approach. It is guaranteed through a school's commitment to and delivery of a collaborative, proactive and supportive environment where identifying, addressing and resolving potential hazards and ensuring safety excellence is "the way we do business".
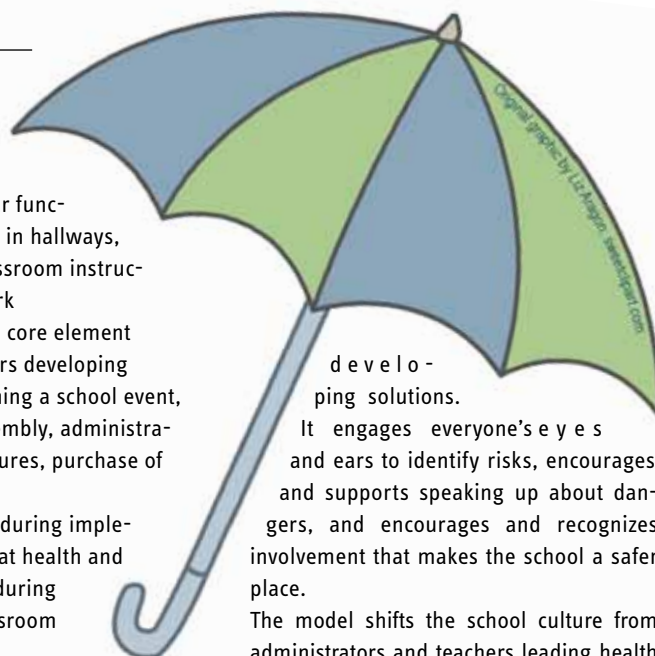
What is a "whole school" approach?

The safety and health of each individual and the whole school community is consciously and thoughtfully considered in every action and decision within the school walls – big or small - made by everyone with a role in that school – students, staff, teachers, administrators, parents, volunteers and regular visitors. Safety and health is an inherent factor in all school activities but sometimes takes a back seat to other priorities. A "whole-school" approach imbeds safety and health as prime considerations in all aspects of school life rather than an add-on or an after thought.

Examples:

- Identifying risks while performing daily activities: Office staff performing regular functions, students walking in hallways, teachers delivering classroom instruction, custodial staff work
- Always considered as a core element when planning: Teachers developing lessons, students planning a school event, preparation for an assembly, administrators developing procedures, purchase of new equipment
- A top-of-mind thought during implementation: Ensuring that health and safety is a top priority during special events and classroom activities

A collaborative culture is established that emphasizes that everyone in the school shares the space and need to take an active role in making the school a high quality safe and healthy working and learning environment. Each person takes responsibility for their actions and contributes to help ensure everyone's well-being. Everyone in the school is encouraged to identify and report potential hazards and immediate threats to health and safety and, where practical, participate in developing solutions.

It engages everyone's eyes and ears to identify risks, encourages and supports speaking up about dangers, and encourages and recognizes involvement that makes the school a safer place.

The model shifts the school culture from administrators and teachers leading health and safety promotion to establishing a safe and healthy cooperative environment to support student achievement and ensure a workplace/school environment that is safe for "workers" and students.

A well-executed approach doesn't burden schools with extra tasks, but instead supports them in the tasks they already have to perform.

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Young Workers - Prevention Office
Ministry of Labour

Umbrella: Whole School Approach

Safe and healthy schools delivered in a model of shared responsibility, provide a framework for all schools to be safe, secure, healthy and supportive working and educational environments for the well-being of all students and staff.

Safe school environments including anti-bullying	A safe and healthy workplace health and safety for teachers and staff – in compliance with OHS legislation	Students learn about health and safety through prescribed curriculum (see below for Ontario's model)
Healthy school environments		

GOALS:
1. Students succeed in a high quality learning environment
2. Well-being of all school occupants – prevent injuries and illness to staff, students, visitors
3. Develop positive perceptions, attitudes and knowledge about healthy and safe behaviours that transcend the school walls and set the tone for life-long habits

Whole School Approach Component: Safety education for all students

Ontario, Canada's model and long-term success story of mainstreaming OHS education in the school system to prepare students for work and life

Three major components of the in-class safety education model

1 **Required learning:**
Safety education is embedded in provincial requirements for courses and programs

2 **Classroom teachers:**
Professional educators deliver health and safety lessons to their students

3 **Resources, reinforcement and support for teachers**

Partnership
Ontario model for student in-school safety education is grounded by a two decade relationship between the Ministries of Labour and Education and other key education organizations

REQUIRED LEARNING
1
- Over 2 million students in Ontario's 3978 elementary (K to Gr 8) and 913 secondary schools (Gr 9 – 12) are educated standardized provincial curriculum set by the Ministry of Education. This covers children and youth age 4/5 to 17/18.
- Ministry of Education-developed provincial curriculum includes learning outcomes that students much achieve to successfully complete the course or program.
- Since 1999, health and safety learning outcomes have been embedded in curriculum courses and programs where healthy safety lessons align with the course or program content. Examples:
  - Science includes topics such as safe handling of chemical and biological hazards
  - Computer studies includes ergonomics
  - Career studies and experiential learning includes workplace rights and responsibilities
- Continuous improvement: The Ministry of Education consults with the Ministry of Labour about health and safety content as course curriculum is reviewed and updated.

DELIVERED BY CLASSROOM TEACHERS
2
- There are over 115,000 teachers in 4891 Ontario schools delivering the mandatory provincial curriculum.
- Elementary and secondary teachers are in the right place at the right time to integrate health and safety education within their lesson plans and seamlessly deliver all course requirements, including health and safety skills and knowledge. For students, safety education has become an essential element of "what you need to know", rather than an add-on.
- Appropriate resources that support delivery of the health and safety lessons and allow flexibility in teaching methods, provide teachers with the tools they need to educate students with a broad range of learning styles.
- Teachers' timely safety lessons can prevent injuries to their students today and also build knowledge and capacity in youth to support safe behaviors and decisions in their future personal and working lives.

RESOURCES AND TEACHER SUPPORT
3
- The Ministry of Labour, an aligned ministry and key partner of the Ministry of Education, provides:
  - A central repository of classroom-ready, curriculum-based health and safety resources developed by the Ministry of Labour and other safety organizations to meet the unique needs of classroom teachers
  - Presentations at teacher conferences and events
  - Teacher e-newsletters provide timely updates and new ideas
  - Annual joint Labour/Education letter to school administrators
- The Ministry of Labour's Live Safe! Work Smart! series of resources support: Kindergarten to Grade 12 classes, special needs learners and experiential learning where over 80,000 secondary school students earn credits towards their diploma in workplaces (www.livesafeworksmart.net)
- New initiatives are introduced to keep health and safety fresh: e.g. It's Your Job secondary school student video contest (www.Ontario.ca/videocontest)

Keys to successful partnerships with the education system:

1. Always be mindful and respectful of roles, responsibilities and mandates in the education system. We are visitors in their environment.
2. Only seek opportunities for health and safety integration into the education system that support their business.
3. Commit to the process and work that needs to be done by dedicating resources to the initiative and be prepared to roll up your sleeves and do some of the work.
4. For sustainability, seek key relationships and nurture them: connect and consult frequently.
5. Do nothing for them without them: Resources must fit the education world - they are the experts in student education pedagogy, our contribution is OHS content.