The Portuguese Strategy on Mainstreaming Safety and Health at Work into Education by Diana Policarpo

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In the early 2000s, the Portuguese government body responsible for prevention - IDICT/ISHST[1] - participated in several European and other international working groups and studies within the context of the signing of the Quebec Protocol (2003) for education and training on occupational safety and health (OSH). The signing of the protocol coincided with the initiation of a tailored national strategy on the mainstreaming of OSH into education.

Responsibilities of teachers and educators

Teachers and educators have a key role to play in providing their pupils with guidance on how to deal with new and complex situations in the future and giving young people the tools to protect themselves and others. Assuming that a real culture of prevention is a priority for the next generation of workers, the integration of OSH into school life requires the involvement of the whole education community.

Responsibilities of the state administration

As in many other European countries, Portuguese law and the country's National Strategy for Safety and Health at Work refer to the necessity of mainstreaming OSH into education. The integration of risk prevention into school education is nevertheless not without its challenges.

The Portuguese Working Conditions Authority (ACT) plays a central role in involving public and private entities in the OSH system and the national network for the prevention of occupational risks.

ACT has a broad range of experience in the implementation of teacher training programmes and has supported such programmes with tools and suitable pedagogical material since 1999. ACT has also created a network of different types of schools, social partners and other stakeholders with the dual aims of encouraging them to share responsibility and promoting close cooperation between schools and the world of work.

The right moment to act is NOW

This year ACT celebrated it's second agreement with the Ministry of Education. The purpose thereof is to ensure cooperation on the incorporation of an integrated approach to OSH into daily school activities, facilitate the acquisition of competencies and skills that sustain lifelong learning and simultaneously anchor safety and wellbeing as rights and values that are to be preserved and enjoyed by everyone. The educational path defined by the Portuguese government is in line with the students' target profile at the end of their school career as well as the National Strategy for Citizenship Education.

ACT has supported the incorporation of OSH into regular education by implementing multiple national-level initiatives promoting the integration of safety and health into curricula.

Making OSH part of the education system

Funded by ERASMUS+ and developed by various national and international partners, the Mind Safety - Safety Matters! (MS-SM) project pursues a collaborative, inclusive approach to the integration of OSH into the education system which goes beyond the traditional role of school. MS-SM focuses on teacher competencies, students' learning-specific needs and collaborative practices.

The successful conclusion of the MS-SM project will be followed by the initiation of a follow-up project (MS-SM2) which is due to run from 2018 until 2021.

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Leonardo da Vinci

[1]Institute Development and Inspection of Working Conditions (IDICT) and Institute for Safety, Hygiene and Health at Work (ISHST)

Young People, Education, Work, and Musculoskeletal Disorders by Tim Tregenza

Musculoskeletal disorders (MSDs) are the most prevalent type of work-related health[1], with backache being the most commonly reported health problem[2]. Repeated exposure to ergonomic risks can lead to serious work-related illnesses and give rise to a major cost burden for individuals, businesses, and society in general[3].

OSH needs a life-course approach because the ill-health that forces a worker out of work aged 50 may have been caused by exposure to hazards and risks much earlier in his or her life. Prevention has to begin when a person starts work – or even sooner. Research indicates that young people are starting work with pre-existing musculoskeletal problems that have the

potential to be exacerbated by work[4].

The risks of developing MSDs increases with age due to cumulative exposure, so it is important to take care of one's body both in and out of work, but this should start even earlier. Prevention of MSDs and promotion of a good musculoskeletal health must begin at before young people enter work, something that requires the integration of OSH policies with those of education and public health because some of the issues associated with musculoskeletal risks in children include over-loaded backpacks, obesity, sedentary lifestyle, and over-use of information and communication technologies[5]. Prevention of MSDs and promotion of good musculoskeletal

health in young people should consider public health aspects, the musculoskeletal health of those working with young people, and be a key theme during the transition of young people from education to work.

The European Agency for Safety and Health at Work (EU OSHA) is undertaking a major long-term project on MSDs, and the theme of young people, prevention and mainstreaming is a key subtopic in this work. EU OSHA is working with ENETOSH to define the scale and scope of the problem, identify those who need to be engaged, and highlight and share solutions at both policy and workplace/educational establishment levels.

This process will start with a seminar in early 2019. While the sharing of resources is always valuable, equally important is the building of informal networks across policy areas. EU OSHA is looking not only to ensure that there is relevant materials available but also to support information-sharing mechanisms and provide motivation for that information to be used.

Failing to address musculoskeletal health risks in young people both before and when they start work is to condemn another generation to paying for lost livelihoods, lost business, and more costs to society.

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[1]Labour Force Survey ad hoc module 2013 | [2]European Working Conditions Survey 2017 [3]European Commission, Brussels 10.1.2017, COM(2017) 12 final. Safer and Healthier Work for ALL – Modernisation of the EU Occupational Safety and Health Legislation and Policy, p.9. | [4]EU-OSHA. The ageing workforce: implications for occupational safety and health - A research review, p.38. https://osha.europa.eu/sites/default/files/publications/documents/The_ageing_workforce_implications_for_OSH.pdf | [5]Trevelyan and Legg, 2006; Moor et al, 2007, De Paula et al, 2012, Abbot, Straker and Mathiassen 2013, Healy et al. 2008, Kats et al. 2000, Straker 2001, Jacobs and Baker 2002, Breen et al. 2007

The BALcanOSH Network by Andrijana Zafirovska

The BALcanOSH network consists of professional civil society organizations active in the field of safety and health at work.

The network offers an enabling environment for the exchange of knowledge, experience and good practices as a means of contributing to the provision of safe workplaces in cooperation with the social partners.

The BALcanOSH network's members are as follows:

Macedonian Occupational Safety and Health Association (MOSHA); Serbian Association for Occupational Safety and Health (SAOSH); Safety at Work Association of Montenegro (SWAM); Association for Improving Safety and Health at Work, Croatia; Albanian Occupational Safety and Health Center (AOSHC); Kosovar Occupational Safety and Health Association (KOSHA); Society of Safety Engineers Ljubljana (DVILI), Slovenia; Foundation Center for Safety and Health (FCBZE), Bulgaria.

The BALcanOSH vision foresees function-

ing human rights and respect for them, a human working environment, chief security officers (CSO) as key influencers and a more dynamic civil society in the Balkan region.

The network aims to:

1. Increase the role of CSOs by strengthening their voice in policies and decisions made at national and regional level;
2. Transfer the networking know-how of CSOs within the European Union to pre-accession countries;
3. Strengthen the capacity of the network and key civil society organizations to implement OSH standards at regional level;
4. Initiate dialogue between civil society actors, state institutions and the European Union as a means of influencing public policy;
5. Enhance the impact of civil society actors by developing their knowledge and skills in the field of advocacy; and

6. Increase the cooperation, coordination and visibility of the BALcanOSH network and ensure the active participation of regional CSOs in the promotion of human working environments.

The network organises meetings, conferences and regional training initiatives as well as other projects within the scope of the network's vision and mission.

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New Members

Faculty of Safety Engineering, VSB – Technical University of Ostrava
Czech Republic | www.fbi.vsb.cz

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Occupational Safety and Occupational Health Professionals Association (MUFOSZ)
Hungary | www.mufosz.hu

Education and Competency Improvement Committee of OSHAfrica by Ehi Iden

OSHAfrica is a very young OSH network focused on bringing OSH professionals together for collaborative work and the sharing of data. We currently have close to 400 members from over 33 countries both in and outside Africa.

Our overall goal is to create an enabling environment in which Africans can start working together and have the opportunity to publish their findings in relevant international scientific journals. We also aim to smoothly overcome a culture of working together in silos that leads to outcomes that are rarely published.

The realisation of just how keen everyone was to improve the structure and focus of OSH research activities was the main driver behind the Seoul Meeting of African OSH professionals in 2015, which eventually led to the formation of OSHAfrica.

Aware of the importance of enhancing our members' existing skills as a means of enabling them to conduct research and studies of an acceptable, journal-ready quality, we prioritised the establishment of a committee focusing on education and the improvement of our members' competencies when deliberating which committees OSHAfrica requires.

OSHAfrica has a total of three approved scientific committees:

• Research, Data and Publication Committee
• OSH Legislation and Policy Committee
• Education and Competency Improvement Committee

The OSHAfrica constitution requires every member to join a maximum of two scientific committees within which they can actively participate and make contributions to the achievement of the overall objectives.

The Education and Competency Improvement Committee is currently headed by Dr Moyo Dingani, a highly respected Fellow of the Faculty of Occupational Medicine at the Royal College of Physicians, Ireland.

The core mandate of this committee is to direct and guide OSHAfrica in the following areas:

• Identification of affordable training institutions and programmes for the furtherance of our members' education;
• Establishment and development of capacity using short term and quick-fix courses for members working within the informal sector across the continent (such courses have already proved to be an extremely useful way of instigating behavioural change and improving informal work places)
• Identification of moribund institutions providing training in OSH and related fields, the assessment thereof and cooperation with available partners on the return of such institutions to a state in which they are suitable for the provi-

sion of OSH training in Africa;
Identification of institutions offering OSH courses in Africa and the provision of support in the following areas:

1. Review of the existing curriculum;
2. Identification of potential areas of improvement;
3. Review of the existing syllabus and training modules (where necessary);
4. Acquisition of funding for the OSH training provided by the institutions;
5. Recommendation of the institutions to our members as providers of OSH training and education;
6. Assistance in the establishment of OSH departments at new institutions with an interest in OSH training.

All these activities will combine to strengthen OSH skills and competencies within and between members across all African countries, our hope being that those members will be able to champion OSH improvement programmes in workplaces within their respective countries or localities.

We have an immediate responsibility to address the current trends towards OSH non-conformity in the informal sector across a variety of African countries and sub-regions. The informal sector is characterised by a huge population of artisans forming a non-organised pool of workers who are exposed to varying degrees of risk in their day-to-day efforts to earn a living. In dealing with the inherent challenges within the artisan population, there is an urgent need for hands-on OSH skills to

be imparted through awareness workshops targeted specifically at informal workers.

We are currently grouping OSHAfrica members together on a sub-regional basis with the aim of establishing an OSH train-the-trainer programme for the informal sector. The OSHAfrica members who receive training as part of that programme will serve as volunteer trainers for leaders and workers in informal workplaces. Each informal business owner who has received training should ideally also train the people working under them. In cases where informal trades cluster to form trade-specific zones such as a mechanics village, a market for spare vehicle parts, a computer/IT village or a market for building materials, and provided the informal trades in question have associations, we will work with the leadership of those associations to not only implement OSH awareness and training workshops, but also follow up on the improvements and outcomes achieved as a result.

This approach is vital to the achievement of our short term goal, as the majority of Africans work in the informal sector and the need to source financial support for the implementation of the programme is crucial.

We will start by working jointly with local and external OSH experts and partners to draw up a set of exclusive African Occupational Safety and Health Certification Standards that will be applied and acceptable across all African countries and beyond. Once the African Union has bought into our strategy we will be able to move forwards with the establishment of an African Occupational Safety and Health Certification and Standard Board (AOSHCSB). Our vision is for the AOSHCSB to become an OSH certification board that defines the benchmarks for all OSH certification in Africa. This is an integral part of our long term goal.

I find it hard to believe that any of us could be happy with current OSH standards in African workplaces, and it would be pointless to simply throw the blame at someone. If, on the other hand, we focus on training and reforming people's minds and behaviour, it could lead to a proportionate improvement in workplace safety. We cannot do this without the right framework (Education and Competency Improvement Committee), the right people, the right resources and a willingness to commit ourselves to the achievement of our goals.

This is our firm belief, and we will give everything it takes to ensure that the dedicated work of OSHAfrica brings about positive change in this field.

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New Members

AOSH Awarding Body UK Ltd.
UK | www.aoshuk.com

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Pakistan Safety Council
Pakistan | www.psc.org.pk

....

Pravinkumar Digamberrao Ukhlikar
Individual Member
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Global Health & Education: a UNESCO Chair and UNITWIN Network

by Peter Paulus and Heinz Hundeloh

A new world-wide initiative in school health and safety promotion was launched for the coming four years on 10 October 2018 at the UNESCO headquarters in Paris: the Global Health & Education UNESCO Chair and UNITWIN Network. This initiative provides a framework for participating universities to share their interests with partner organisations and institutions —for example, ENETOSH— in creating a new culture linking health and education.

This initiative's connections to UN agencies – both UNESCO and WHO – and its deep roots in existing international networks positions it as a strategic resource for knowledge production, knowledge transfer and capacity building at a global level. Its specific contribution will be to act as a driving force for the networks, offering think-tank, knowledge-hub, and bridge-building capacities spanning academia, international networks, institutions, professional communities, unions, and local communities, thus operating at both macro and micro-levels of policy and practice. The goal is to strengthen intersectoral approaches, contribute to the evidence base, create new synergies, contribute to nurturing existing

networks, and thus create a coherent practice while avoiding potential duplication, which is unfortunately common in such endeavours. This initiative will make a contribution to policy and practice by developing international research projects, translating research evidence, strengthening capacity-building and – within both institutions and networks – offering support to policy-makers and practitioners at a global level.

In particular, the goal of this network is to promote research and training while contributing to building, interpreting and disseminating a knowledge base in the field of health education and health promotion in schools. Connecting health and education with sustainable development goals in education is one of those aims. Among the '17 Goals to Transform Our World', the Chair and the Network will contribute to building and interpreting the evidence base for SDG 3 ('ensure healthy lives and promote well-being for all at all ages') and SDG 4 ('ensure inclusive and quality education for all and promote lifelong learning').

Children are the future of our societies. Their well-being is directly influenced by their education, and one of the main

drivers of education is health. It is therefore the belief of the initiative that focussing on their living school environment is the most effective way to contribute to children's well-being, in particular those who are most vulnerable. Reaching these goals will require strong international collaboration based on the values of empirically grounded scientific study, shared development solidarity and mutual capacity-building among partners.

As this new network is a unique opportunity for ENETOSH to disseminate the concept of 'good healthy schools' by sharing experiences and learning from other initiatives around the world linking health and education in school safety and health promotion, ENETOSH will be part of the UNESCO Chair Global Health & Education initiative.

Website: www.unescochair-ghe.org

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ENETOSH Strategic Framework by Katharina Takacs and Dmitry Platygin

A strategy is a meta-plan that enables networks to accomplish their goals successfully[1]. As ENETOSH has been growing steadily, the activities of ENETOSH have recently been dedicated to the updating of our joint vision, joint mission and joint operative goals. In doing so, we have been careful to ensure that each of our members considers themselves to be an important part of that process and, consequentially, of our strategy.

One of our first steps was to email questionnaires to each member in order to gather their feedback and thoughts about our existing strategy. One part of the questionnaire was designed to verify our objectives and expected outcomes, while another dealt with strengths, weaknesses, opportunities and threats.

The results were presented at our last network meeting in Brighton in April 2018.

All participants confirmed their satisfaction with the current set of expected outcomes, highlighting a comprehensive, up-to-date

database of good practices and intensive cooperation with other networks as particularly worthwhile elements. A workshop conducted on the basis of our evaluation results saw a group of members discuss the status quo, challenges and opportunities before defining the following vision statement:

Pay It Forward Education![2]
Education takes place, where we promote a sustainable safe and healthy life. - Safety and health takes place, where we promote the quality of education[3].

This was followed by the drafting of an updated framework designed to help us decide how to transfer our high-level goals to operative tasks and define milestones or indicators.

We have since decided to initiate task forces. On the one hand, this approach enables us to identify the priorities within our strategic

framework. On the other, the assignment of members to specific task forces in accordance with their expertise or interests may lead to improvements in both the quality of mutual collaboration and the involvement of all members in the network's activities[4].

A vote led to the inclusion of four task forces in the ENETOSH agenda. Our task forces are focused on both 'inward' and 'outward' aspects. Two task forces deal with research and tools aimed at mainstreaming OSH at different levels of education, one with the organisation of the network itself and the fourth with raising OSH education on the policy agenda. This type of approach will guarantee the comprehensive, sustainable development of the network.

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[1]Johnson, G.; Whittington, R.; Scholes, K.; Angwin, D. & Regner, P. (2017). Fundamentals of Strategy. 4th ed. Harlow: Pearson Education Limited, p. 4ff | [2]ENETOSH Strategic framework, 2018, p. 5 (With a reference to Rob Coyle (2017). Pay It Forward Safety – Video. E. Sussex, UK: lattitude productions; info@lattitudeproductions.co.uk presented during the ENETOSH Symposium at the XXI World Congress for Safety and Health at Work 2017, Singapore.) | [3]ENETOSH Strategic framework, 2018, p. 5 | [4]ENETOSH Strategic framework, 2018, p. 8.