



# STRATEGIC FRAMEWORK 2021-2025

Education as well as safety, health, and wellbeing at work are fundamental human rights. ENETOSH brings together people from different policy areas in Europe and worldwide to improve quality education as a key for developing a culture of prevention at individual, organizational and societal level.

The ENETOSH Strategic Framework 2021-2025 is in line with the following documents:

- The European Pillar of Social Rights, especially Pillar 1: “Education, training and life-long learning”: Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market (European Parliament, the Council and the Commission 2017) [https://ec.europa.eu/info/european-pillar-social-rights\\_en](https://ec.europa.eu/info/european-pillar-social-rights_en)
- The UN Sustainable Development Goal “Quality Education” (SDG 4): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO 2015) <https://www.unesco.org/sdg4education2030/en/sdg4>
- UNESCO Global Framework Programme “Education for Sustainable Development 2030” <https://www.unesco.org/en/education-sustainable-development>
- The European Education Area by 2025: Education is the foundation for personal fulfilment, employability, and active and responsible citizenship (EC 2020) <https://ec.europa.eu/education/sites/default/files/document-library-docs/communication-european-education-area.pdf>
- The global strategy for women’s, children’s and adolescents’ health (2016-2030) “Survive, Thrive, Transform”: (F)ar too many women, children and adolescents worldwide still have little or no access to essential, good-quality health services and education, clean air and water, adequate sanitation and good nutrition (WHO 2015) <https://pmnch.who.int/docs/librariesprovider9/meeting-reports/ewec-global-strategy-at-a-glance-2017-en.pdf>
- The digital education action plan (2021-2027) “Resetting education and training for the digital age”: The European Commission’s vision for high-quality, inclusive and accessible digital education in Europe (European Commission 2020) [https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan\\_en](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)
- EU Strategic Framework on Health and Safety at Work 2021-2027: Occupational safety and health in a changing world of work <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52021DC0323&qid=1626089672913#PP1Contents>

The ENETOSH Strategic Framework was approved by the ENETOSH Steering Committee on 21 May 2021, based on the previous version from 2018 and updated in April 2023.



## Preamble

**Aim:** Integration of safety, health, and wellbeing at work into the education system to promote quality education and a culture of prevention for all at all ages.

**Scope:** ENETOSH provides a platform for the systematic exchange of knowledge and experience on how to integrate safety, health, and wellbeing into childcare facilities, schools, universities and vocational training institutions (integrative approach). ENETOSH fosters transdisciplinary and transnational cooperation between the policy areas of Occupational Safety and Health, Education, and Public Health (cross-sectoral approach).

**Figures:** ENETOSH currently has more than 100 members from 37 countries worldwide (92 institutions and 20 individuals). The majority of members are institutions from the field of occupational safety and health and universities. 23 ENETOSH Ambassadors represent the interests of ENETOSH in their countries. To date, more than 300 experts are registered in the ENETOSH Community. The ENETOSH Good Practice Database currently contains more than 1200 examples from 60 countries.



## Our VISION

By 2030 **safety, health, and wellbeing** are a **natural part** of an innovative and sustainable **education system**.<sup>1</sup>



## Our MISSION

We promote an **effective integration** of safety, health, and wellbeing as an essential part of the **development of** a more connected, inclusive, innovative as well as digitally and green-oriented **educational system**.<sup>2</sup>

1 The contents marked in bold are to be reflected in the strategic goals.

2 The contents marked in bold are to be reflected in the operational targets.

Strategic goal	Operational target	Indicator/Target value	Measure
We take care of the exchange and transfer of knowledge and experience on how to integrate safety, health, and wellbeing into the education system.	<ul style="list-style-type: none"> <li>● We keep in touch with our members and friends on a regular basis</li> <li>● We participate in professional discussions at national, European and international level</li> <li>● We connect a wide range of people and organisations by taking into account the diversity of people and systems</li> <li>● We conduct European and international events</li> <li>● We collect and analyse existing good models and examples on how to integrate safety, health, and wellbeing into the education system</li> </ul>	<ul style="list-style-type: none"> <li>→ 2 formal meetings per year</li> <li>→ 1 event per year</li> <li>→ 1 Newsletter per year</li> <li>→ Continuous presence in social media (e.g. LinkedIn, X (Twitter))</li> <li>→ 10 new models or examples per year published on <a href="http://www.enetosh.net">www.enetosh.net</a></li> <li>→ 1 report or factsheet every two years to analyse good models and examples</li> </ul>	<ul style="list-style-type: none"> <li>● ENETOSH Meetings</li> <li>● Informal exchange in experience groups (self-organised)</li> <li>● ENETOSH Events</li> <li>● Newsletter</li> <li>● Posts; re-tweets and re-posts</li> </ul>
We address policy, research and practice.	<p>We follow a Triple-track approach:</p> <ul style="list-style-type: none"> <li>● We address policy-makers in the fields of Occupational Safety and Health, Education and Public health</li> <li>● We address experts from the fields of Occupational Safety and Health, Education and Public health and the Social partners in Education</li> <li>● We link to research in the fields and conduct own research projects on specific educational issues with a reference to OSH</li> </ul>	<ul style="list-style-type: none"> <li>→ 1 presentation by a member of ENETOSH at a national stakeholder event per year</li> <li>→ 1 presentation by a member of ENETOSH at a regional or international stakeholder event per year</li> <li>→ 1 recommendation, guideline or publication where ENETOSH is mentioned every two years</li> <li>→ 1 Check-up of recent literature on one of our Core topics per year</li> <li>→ 1 (scientific) publication every three years</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Publication</li> <li>● PR</li> <li>● Literature review</li> </ul>
We promote an effective integration of safety, health, and wellbeing as an essential part of the development of sustainable educational institutions.	<ul style="list-style-type: none"> <li>● We take the particular framework conditions of each level of the education system into account</li> <li>● We promote the development of a sustainable educational institution at three levels of prevention: structural, situational and behavioral and in three fields of action: organizational development, Human Resource development, and curriculum development</li> <li>● We provide recommendations for a strategic approach based on a whole-institution approach to integrate safety, health, and wellbeing into the respective education system</li> <li>● We give special attention to the green and digital transformation of the education system</li> </ul>	<ul style="list-style-type: none"> <li>→ One publication within two years</li> </ul>	<ul style="list-style-type: none"> <li>● Expert article</li> <li>● Policy Pointers</li> <li>● Factsheet</li> </ul>
<p>We promote networking in two directions:</p> <ol style="list-style-type: none"> <li>1. We encourage and enjoy networking for interaction and communication between our members</li> <li>2. We foster networking between our networks and the networks of our external supporters</li> </ol>	<ul style="list-style-type: none"> <li>● We keep our team-spirit</li> <li>● We empower people and organisations</li> <li>● We export the ENETOSH model globally</li> <li>● We develop new networks and members</li> <li>● We collaborate with other national, regional and international networks in the field (e.g. Focal-Point Network of EU-OSHA, ENSHPO, ISHCCO, Robert W Campbell Award, IOHA, OSHAfrica, OIC OSHNET)</li> <li>● We work together with different supranational organisations (e.g. EU-OSHA, ILO, ISSA, ETUCE, EFEE, ORP Foundation, IGSAP)</li> </ul>	<ul style="list-style-type: none"> <li>→ 1 common social activity per year</li> <li>→ 1 rotation of responsibility per year between people or organisations</li> <li>→ 1 activity outside of Europe per year</li> <li>→ 1 joint workshop every two years</li> <li>→ A Memorandum of Understanding (MoU) with a partner network or organisation every three years</li> </ul>	<ul style="list-style-type: none"> <li>● ENETOSH online event(s)</li> <li>● ENETOSH session(s) (e.g., at A+A International Congress; at the 'Global Initiative for Safety, Health, and Well-being at the EXPO2025 and Beyond' (GISHW))</li> <li>● MoU</li> </ul>

Draft ENETOSH Action plan 2021 – 2025 (last update 7 May 2024)

No	Task Force (TF)	Project / Field of Action (FoA)	Coordinator & member
TF 1	<p><b>Integration of safety, health, and wellbeing into the school system</b></p>	<p>Dissemination and implementation of the ‘Good Healthy School’ internationally (March 2023 – March 2026)</p> <p><b>Initial phase:</b> During the initial phase of the GHSI project, the focus was on identifying both national and international partners with a declared interest in integrating education and health. The primary objective was to establish a network comprising development and implementation partners for the GHSI approach and related concepts. This involved refining and consolidating the concept in conjunction with safety and health issues within the framework of school development.</p> <p><b>Network analysis:</b> In the next step a network analysis of potential national and international partners was conducted and a comprehensive report produced. Both the analysis and report were submitted to the German Social Accident Insurance (DGUV is sponsor) as the first milestone of the GHSI project.</p> <p><b>Online survey:</b> The project team designed a brief online survey to gain insights into the various measures related to this school development approach across the 16 Federal States of Germany. Maren Jennings identified survey recipients at each of the 16 Ministries of Education at the state level and sent each recipient a link to the online survey. The survey yielded a response rate of 50%, with 100% of respondents either fully or partially completing the questions in the survey.</p> <p><b>Events:</b> In November 2023, Peter Paulus represented the GHSI project at the 23rd World Congress on Safety and Health at Work in Sydney, where he delivered a presentation titled “Good Healthy Schools - A Key to Promote Vision Zero in Schools and an Essential Condition for the Development of a Culture of Prevention.” The aim was to explore potential partnerships in the context of the GHSI.</p> <p>Looking ahead, the next milestone is an international symposium in an online format focusing on the GHSI theme, targeting stakeholders involved in good healthy schools initiatives. We will also focus on a networking community tool for better exchange with the various stakeholders.</p>	<p>Prof Peter Paulus &amp; Maren Jennings, Centre for Applied Health Sciences at the Leuphana University Lüneburg, Germany &amp; Annette Michler-Hanneken &amp; Christian Lang, Statutory Accident Insurance Institution for the public sector in North-Rhine Westphalia (UK NRW), Germany</p>
	<p><b>Safe and healthy work in the digital age (EU-OSHA campaign 2023 - 2025)</b></p>	<p>Expert article on the Occupational Safety and Health (OSH) implications of digitalisation in the education sector with a focus on teachers (OSHA/DC/8421)</p> <p><b>Risks and potential of digitalisation: A teacher-centred approach in the face of artificial intelligence</b></p> <p>The article examines the potential and risks associated with the integration of new digital technologies for the health, safety and well-being of teachers in schools. This is viewed both from the perspective of occupational health and safety and a pedagogical perspective.</p> <p>A comprehensive overview of the possible risks and potential for teachers from the integration of technologies, in particular based on artificial intelligence (AI), is provided based on a systematic analysis. Suggestions are also given of potential measures for improving the health, safety and well-being of teachers in the digital age.</p> <p>Desk-study: June 2023 – February 2024; Publication announced by EU-OSHA for September 2024</p>	<p>Maurizio Curtarelli &amp; Emmanuelle Brun, European Agency for Safety and Health at Work (EU-OSHA), Spain</p> <p>Ulrike Bollmann, Institute for Work and Health (IAG) of the DGUV; Germany</p>

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TF 2	<b>Mainstreaming OSH into Higher education</b>	<p><b>Task Group on the integration of good, sustainable work and productive employment (SDG 8) in higher education:</b></p> <p>In 2020, a Task Group of experts in the field of occupational health and safety was set up within the Global Coalition for Safety and Health at Work (led by ENETOSH and coordinated by ILO). Its first aim was to conduct an online survey on the integration of core topics related to SDG 8 to promote sustainable work into curricula of study programs in Occupational Safety, Industrial Hygiene, and Ergonomics (OSH), Occupational Medicine (OM), and Human Resource Management (Business and Management Schools) (HRM) in Higher Education Institutions in Europe. The results of this study were published online in April 2022 and printed in March 2023: <a href="https://academic.oup.com/occm/advance-article-abstract/doi/10.1093/occm/kqac018/6573922">https://academic.oup.com/occm/advance-article-abstract/doi/10.1093/occm/kqac018/6573922</a></p> <p>Given close links between OSH networks in Europe and OSH Africa, the Task Group decided to initiate a research cooperation with some academic program leaders in African Universities. The current state of this research initiative is as follows: The group has identified some 14 Universities in the five sub-regions of Africa with established academic training programs in the field of Occupational Medicine, Occupational Safety, Hygiene, and Ergonomics, and Human Resource Management (HRM). We are now preparing an online survey in which we will conduct interviews with academic leaders in these Universities to explore the institutional framework, the development and the structure and content of the current curricula of these programs. On May 8, 2024, the Ethics Commission of the DGUV has officially approved this project. In collaboration with the DGUV and supported by the SDG 8 Cluster of the International Association of Universities, led by the University of Gothenburg, Sweden, we are now preparing the data collection process, hoping that by the end of 2025, main findings of the survey will be available.</p> <p>Duration of the recent study: June 2024 – July 2025</p>	<p>Prof Dr Dingani Moyo, National University of Science and Technology, Zimbabwe</p> <p>Prof. Dr (em.) Johannes Siegrist, Heinrich-Heine-University Düsseldorf, Germany</p> <p>Prof. Dr Lotta Dellve, Gothenburg University, Sweden - IAU Cluster SDG 8</p> <p>Prof. Dr Esther Buregyeya, Makerere University, Uganda</p> <p>Prof Dr Ing Rudolf Schumachers, Rhine-Waal University of Applied Sciences, Germany</p> <p>Ehi Iden, OSHAfrica, Nigeria</p> <p>Johanna Mai, DGUV - IAG Dresden, Germany</p> <p>Dr Ulrike Bollmann, German Social Accident Insurance (DGUV) - IAG Dresden</p>
TF 3	<b>Resilience of networking</b>	<p><b>Sustainability of networking working group</b></p> <p>The working group accompanies ENETOSH by continuously asking three questions: To what extent do networks and networks need formal organisational and cooperation structures? What role do “weak links” play in the survival of a network? How is funding for networks to be ensured? By discussing and answering these questions, ENETOSH exposes itself to a continuous process of self-reflection. To sustain ENETOSH, there is a need to ensure its continued relevant and to find new participants. Members of the working group have identified a potential “subgroup”. These are the smaller academic departments who work in OSH. Large OSH institutions collaborate through the network PEROSH but opportunities for the collaboration of smaller institutions or academic bodies is more limited. Is there the potential for ENETOSH to reach out to these smaller academic departments or smaller institutions?</p>	<p>Tim Tregenza, European Agency for Safety and Health at Work (EU-OSHA)</p> <p>Cleo Varianou Mikellidou, Centre of Excellence in Risk and Decision Science (CeRiDeS), European University Cyprus</p>
TF 4	<b>Raise mainstreaming OSH into education on the policy agenda</b>	<ol style="list-style-type: none"> <li>1) Identify national networks on Safety, Health, and Wellbeing at work and education (PT, HR, ...)</li> <li>2) Support a regional approach within ENETOSH (e.g., Alp-Adriatic region; OSH Africa; OIC-OSH NET)</li> <li>3) Being actively involved in the Stakeholder Consultation Group, e.g., for digital education content in the EU of the European Commission</li> <li>4) Support of policymakers and schools to manage the OSH risks and opportunities of digitalisation in the education sector (EU-OSHA campaign on digitalisation)</li> <li>5) Inclusion of ENETOSH into the activities of the European Forum of the Insurance against Accident at Work and Occupational Diseases under the Croatian Presidency in 2024</li> </ol>	<p>Vinka Longin Pes, Croatian Health Insurance Fund (HZZO), Croatia</p> <p>Paula Cristina Oliveira de Sousa, Authority for Working Conditions (ACT), Portugal</p> <p>Ayşe Nazlıoğlu, Occupational Health and Safety Research and Development Institute (ISGÜM), Turkey</p>