



Programme: OSH and education – Approaches to a successful cooperation

START AND INTRODUCTION 9.15 – 9.30 a.m.

Ulrike Bollmann & Heinz Hundeloh

I. KEYNOTES 9.30 – 10.15 a.m.

Health and safety: a neglected topic in the realm of education

Prof. Dr. Dr. h.c. Jörg Ruhloff

Mainstreaming OSH into education and training: European overview

Sarah Copsey, European Agency for Safety and Health at Work (EU-OSHA)

II. FORUM OF PRACTICE 10.20 – 11.20 a.m.

Approaches to a successful cooperation between OSH and education

- 1 “Good healthy schools” – an innovative approach to promoting health and safety in schools, Dr. h.c. Heinz Hundeloh, Unfallkasse Nordrhein-Westfalen, and Prof. Dr. Peter Paulus, Leuphana University, Germany
- 2 Successful co-operation between the Ministry for Education and the Social Partners in the area of OSH and education policy, Susanne Ulk BAR U & F and Bjarne Andersen, Ministry for Education, Denmark
- 3 Bildung is(s)t gut! (Good education, good food) - An integrated approach to school meals, Tobias Ahlers, Medium-sized businesses initiative Ahlen GmbH, ITC Innovation Transfer Centre Mine Westphalia, Germany
- 4 The HSA “Choose Safety” programme in schools, Hilary Mooney, Health and Safety Authority, Ireland
- 5 Implementation of a safety and health management system in cooperation with AUVA, Christine Moravec, and Gabriele Stelmüller, htl Donaustadt, Austria

- 6 Process-oriented optimisation of the system of officers for special duties at universities, Rainer Dörr, Systemkonzept, and Wolfgang Kurz, Unfallkasse Baden Württemberg, Germany
- 7 A look across the fence: international quality assurance strategies in school-based health promotion programmes, Rüdiger Bockhorst, Bertelsmann Foundation, Germany
- 8 Cooperation between the Ministry of Labour and Social Security and the Ministry of Education in Turkey, Selen Sözen, ISGÜM - Ministry of Labour and Social Security, Turkey

III. POLICY TALK 11.25 a.m. – 12.00

Recommendations for appropriate instruments to facilitate cooperation between OSH-experts and education-experts

- Marianne Giesert, DGB Fortbildungswerk
- Roland Berger, Partner for school NRW, Foundation of the economy and the government of North-Rhine Westphalia
- Isabelle Bonnaire, National Agency Education for Europe at the BIBB Federal Institute for Vocational Education and Training
- Alfred Schröder, Ministry of the Environment Baden Württemberg – Working group “Awareness raising in schools” of the Common German OSH Strategy (GDA)
- Ulrike Fister, Expert group on education of the German Social Accident Insurance (DGUV)
- Dr. Gerwin-Lutz Reinink, Head of department school sports, health promotion, Ministry for School and Vocational Education of North-Rhine Westphalia
- Karla Müsch-Nittel, Head-teacher of didactics at the Fritz-Winter-Gesamtschule, Ahlen
- Peter Krauss-Hoffmann, Policy Adviser, Federal Institute for Occupational Safety and Health (BAuA)

IV. CONCLUSION 12.00 – 12.15 p.m.

5th November 2009
9.15 a.m. – 12.15 p.m.

Messe Düsseldorf
CCD Süd, 1. Floor, Room 7

LEAD ORGANISER:

European Network Education and Training in Occupational Safety and Health (ENETOSH), in collaboration with Unfallkasse NRW and the DGUV Expert Group on Education.



Abstract

The European Commission’s “Community Strategy on Health and Safety at Work” calls for safety and health to be integrated into all educational phases and all areas of society by the year 2012. But in most European countries, there still exists a gap between the area of OSH and the area of education. That can be seen, for example, in the fact that the one side is not sufficiently aware of the other side’s activities.

The workshop will explore the reasons why the areas of OSH and education policy have so far not been intertwined to an adequate extent. Within an open Forum approaches for a successful cooperation between OSH and education will be presented and discussed from Denmark, Ireland, Austria, Turkey and Germany. Finally responsible actors will give their recommendation for appropriate instruments to stimulate the cooperation between OSH experts and education experts.

II. FORUM OF PRACTICE 10.20 – 11.20 a.m.

1 “Good healthy schools” – an innovative approach to promoting health and safety in schools

Dr. h.c. Heinz Hundeloh, Unfallkasse Nordrhein-Westfalen, and Prof. Dr. Peter Paulus, Leuphana University Lüneburg

All empirical research on health work in German schools points to the same conclusion, i.e. that health and safety and health promotion are only attributed marginal importance in everyday school life and continue to stand on the sidelines of the major debate concerning the development of schools and quality. The conviction that health promotion and prevention in schools and for schools are important is not particularly widespread within the school system. They are mostly seen as additional tasks that can be tackled if there is time and the inclination. Integrated approaches to health work in schools, which thus have a long-lasting effect, are rare.

The main reason for the low significance attached to these issues is the fact that the decision-makers and promoters do not take an integrated approach to health and health promotion. Furthermore, the tendency is for politicians and schools to see the maintenance and promotion of health not as an interdisciplinary task but rather primarily as a task for the health sector. Consequently, health and health promotion are not considered a matter for schools and teachers. Instead, they are felt to lie within the realms of health and social policy and to contribute little to the real task of education or to the development of schools and quality.

It was against this backdrop that an approach was developed in recent years that is based on an integrated concept of health and links health and health promotion with schools' core tasks and development tasks. The point is not merely to ensure that the subject of health is covered at schools but also to improve the overall quality of schools through health. The intention is that, through health interventions based on a comprehensive, integrated concept of health, schools will be able to enhance the overall quality of the education they provide. This approach seeks to promote “good and healthy schools”.

A good and healthy school agrees on its educational task, performs it successfully and those makes a contribution to education that

has long-lasting effects. It produces good results, enjoys a good level of educational success and delivers good quality as a school, in its tuition and its health education. It ensures constant, long-lasting improvement in these areas by making extensive use of research findings related to health and education.

“Good healthy schools” is currently the most innovative and promising approach in school-based health work and has been being implemented successfully by Unfallkasse Nordrhein-Westfalen and other institutions for many years.

2 Successful co-operation between the Ministry for Education and the Social Partners in the area of OSH and education policy

Susanne Ulk, BAR U&F and
Bjarne Andersen, Ministry for Education, Denmark

In Denmark teaching occupational health and safety has gained a high priority in legislation and curriculum:

- In kindergarten/primary school teaching occupational safety and health is incorporated in a number of school subjects, and health and safety training is mandatory for all school grades.
- Most of the secondary education includes obligatory teaching in OSH. In case that OSH is not taught as a separate subject, OSH skills are included in the targets of the aspired qualifications during education and training. The rules on education at vocational colleges claim that all pupils shall be able to work in a safe and healthy way, and the vocational colleges include obligatory modules on OSH.

In this way the pedagogical “setting” in Denmark is fully in line with the Community Strategy on OSH in Europe.

However – to provide a “setting” is not sufficient, the content within the framework is also important. In addition it is important, that the teaching is involving and fascinating, that the teachers are qualified and committed, and that the teaching materials are of high quality.

The co-operation in Denmark between the area of OSH and the area of education started from the point mentioned above.

The collaboration discussed in this workshop

is on a high political level, the two speakers are working for the Ministry for Education, respectively for the Working Environment Council, who acts as an advisor for the Ministry for Employment.

We started working together in 2006 in the steering committee preparing the EU working environment campaign “Safe Starters” at the national level.

During the workshop we will present 3 examples on “successful co-operation” on a ministerial, but at the same time on a practical level:

1. A paper published in connection to the EU campaign “Safe Start”, target group teachers for young people aged 15 – 18.
2. A project dealing with working environment qualifications and competences.
3. Collaboration on the website www.ungmedjob.dk, a web-platform about OSH for young people, their parents, employers and teachers.

3 Bildung is(s)t gut! (Good education, good food) - An integrated approach to school meals

Tobias Ahlers, Mittelstandsinitiative Ahlen GmbH, ITC Innovations Transfer Centrale Zeche Westfalen

BACKGROUND

Of the approx. 1,200 pupils at Fritz-Winter-Gesamtschule (FWG) in Ahlen, only around 200 were registered for school lunch; more than 120 rejected the idea of a school lunch. An extensive survey to identify the reasons found that the food was not considered appropriate for the target group, long waiting times put the pupils off and the quality of the food was judged to be inadequate.

Many of the pupils at FWG come from families with a low social status. According to acknowledged studies, these children eat less fresh fruit and vegetables, participate less in physical activities and are often overweight. Reason enough for the school to look for solutions.

THE PROJECT

The Fritz Winter Gesamtschule and Mittelstandsinitiative Ahlen GmbH (mia) were already in contact as a result of the “InnoWert” project, a project for the former Ahlen pit, funded by the Federal Ministry of Education and Research. Their good relationship led to the “Bildung is(s)t gut!” project being launched.

The first step involved the “Verein für Ernährung, Bewegung und Gesundheit at Fritz-

Winter-Gesamtschule” (Society for Nutrition, Exercise and Health at Fritz-Winter-Gesamtschule) being set up by parent representatives from the FWG with the support of various sponsors, and a cooperation deal being concluded with organic caterer Dr Hoppe. Once all the preparations had been made, the school’s new lunch service got under way in February 2008. The food is prepared in a central kitchen using the “cook & chill” method. In other words, it is 80% precooked and then delivered to Ahlen in a refrigerated vehicle. The canteen staff then complete the cooking process “just in time” and add fresh components, e.g. salad. As a result, the food does not have to be kept warm for a long time, thus improving the physiological and sensory quality. In addition, thanks to the support of the Techniker Krankenkasse health insurance fund, the school was able to take on a nutritionist for an initial period of one year.

POSITIVE EFFECTS

With lunch now more attractive and in line with the target group and the subject integrated into everyday school life, the service is extremely popular. The number of pupils who eat a school lunch has increased significantly since the introduction of the new system. Of the roughly 700 children and young people who remain at school during the one-hour lunch break (the others go home), over 600 are now registered for school lunch. Of them, around 550 use the canteen on a daily basis. The appealing meals, made to meet the target group’s needs, can compensate for potential dietary deficits that are often caused outside of school. However, school lunch is not just about filling hungry stomachs and ensuring a healthy diet, it’s also a way of increasing quality of life at school and enabling pupils from all social backgrounds to become equally integrated into school life.

The number of teachers who eat school lunch has also risen considerably. This strengthens the social fabric and improves the overall atmosphere in the school.

4 The HSA “Choose Safety” programme in schools

Hilary Mooney, Health and Safety Authority, Ireland

The ‘Choose Safety’ programme is an education programme aimed at post-primary students (15-18 year olds) as a preparation for the world of work and or/work experience. Due to the demand from schools for the programme, the Health and Safety Authority has launched ‘Choose Safety’ as a national programme

this year in Ireland and it has been offered to all 730 post-primary schools. It is aiming for a take up of 300 schools in the first year of its national launch which will reach approximately 18,000 students. It has been offered to schools on a regional basis for the last 2 years and was developed hand in hand with teachers and students.

It comprises a pack consisting of a student workbook, a teacher’s guidebook and a DVD. It is the first of its kind made in Ireland. The packs are provided free of charge to the schools. The programme’s pedagogy reflects that of the active learning model most used in Transition Year programme (15/16 year olds) as well as Leaving Certificate Vocational Programmes (17/18 year old) and Leaving Certificate Applied programmes (17/18 year olds) in school. It is a flexible pack designed for teachers to take as much or as little as they need from it and takes account of a range of learning abilities.

The Authority is combining the Choose Safety programme for schools with its new e-learning module developed for 15-18 year olds which is also available free of charge to schools. This programme is accessible and free of charge to all individuals and is available on a global basis through the www.alison.com website. The Authority has also developed e-learning modules for science teachers, technology teachers (wood work/metal work), school Principals and safety officers in schools. It is also developing an e-learning course for construction-related courses at third level.

Learning outcomes include:

- Understanding key terminology and concepts of health and safety
- Being aware of hazards in the workplace (school, community, home)
- Knowing the main controls required to prevent accidents to oneself and to others
- Understanding the rights and responsibilities of employers and workers in the workplace
- Understanding the basic tools used to manage safety in the workplace
- Appreciating that human behaviour is a major factor in accident prevention
- Understanding the effects of accidents on the victim and wider circles of impact
- Knowing where to source and access relevant information

The programme is brought to schools through a national team of co-ordinators who work on a part-time basis and who physically deliver the texts, answer teacher queries and direct them to further information sources.

5 Implementation of a health and safety management system in cooperation with AUVA

Christine Moravec and
Gabriele Stelmüller, htl Donaustadt,
Austria

htl donaustadt is a secondary technical and vocational college in Vienna, which is certified to ISO 14001:2004. In addition to a solid general education and basic specialist knowledge, the pupils can also gain additional qualifications in the area of CSR.

Since, like the rest of their training, the future technicians’ training in occupational health and safety needs to reflect workplace realities as much as possible, htl donaustadt is implementing a health and safety management system in cooperation with AUVA (Austrian Workers Compensation Board). AUVA is itself the certification body for its health and safety management system, which was designed on the basis of ISO 9000. Consequently, the system can be easily integrated into the ISO 14001 environmental management system. The system is being implemented by carrying out an analysis of the current workplace situation, a risk analysis (developed by the pupils) and crisis management. The objectives and measures to be taken were defined during normal college activities and by the pupils.

The implementation process is raising the future technicians’ awareness of health and safety and enables them to obtain the additional qualifications of “Safety representative” and “Health and safety at work”. Modifications have been made inside the college buildings in line with the legal requirements. For example, new lifts, electrical equipment and fire protection measures have been installed. Active preventive health measures for teachers and training courses in cooperation with AUVA complete the programme. With this autonomous approach, which is not a fixed part of the syllabus, there are difficulties when it comes to resource availability and autonomous selection of prevention staff.

The team from htl donaustadt feels it has a responsibility to convey to the young technicians the importance of health and safety and their important contribution to the modern world of work.

6 Process-oriented optimisation of the system of officers for special duties at universities

Rainer Dörr, Systemkonzept, and
Wolfgang Kurz, Unfallkasse Baden-
Württemberg

A project undertaken by Unfallkasse Baden-Württemberg examined how the system of officers for special duties was organised at two universities.

The project found that the universities had numerous officer roles, which were either required by law or due to operational factors. As a result of the organisational structures and the legal requirements, these roles are based in different parts of the universities.

A large number of the officers perform tasks in the area of occupational health and safety (safety specialists, works physicians, radiation protection officers, biological safety officers, hazardous substances officers, waste officers, laser protection officers, etc.). The officers with health and safety tasks were asked to participate in a survey concerning their tasks and methods of work.

The findings reveal that there is very little structured cooperation in terms of information-sharing, optimisation of working methods and collaboration between roles and that, where it does exist, it is usually unsystematic. There is thus a significant lack of interdisciplinary and systematic exchange of experience and coordination of activities.

The extent to which these officers' consulting services are incorporated into the universities' operational processes varies considerably. If the "need" is created by, for example, the fact that there is significant external monitoring, as in the area of radiation protection, the managerial staff (professors, heads of working groups) involve the officers quite a lot. Thought is therefore being given to how the "need for consulting services" can also be boosted in other areas of health and safety. Structural and workflow organisation play an important role in this context.

7 A look across the fence: international quality assurance strategies in school-based health promotion programmes

Rüdiger Bockhorst, Bertelsmann Foundation

Core statements

1. The analysis of the programmes and projects showed that they are not based on a common (international) concept of school-based health promotion.

cept of school-based health promotion.

2. In all of the programmes/projects for school-based health promotion, quality assurance is based on evaluation. The items covered have largely remained the same.
3. In the past seven years, the number of programmes that link health and education has increased significantly. They are based on national quality standards for education. In some cases, there is a clear/demonstrated link between the education and health ministries.
4. There are only a few countries in which the development of educational quality is supported by health interventions/improvement of health status is supported by education. In these cases, the "good and healthy school" approach is used.
5. In most countries, the activities continue take the form of projects and work on individual subjects. They are often funded by the relevant ministries but are not always linked to one another.
6. Safety at work does not play a role in the strategies for health promotion at schools. Only in Germany are accident insurance institutions active – in some federal states. Germany's "Berufsgenossenschaft" institutions for statutory accident insurance and prevention cannot be deemed partners in this area.

8 Cooperation between the Ministry of Labour and Social Security and the Ministry of Education in Turkey

Selen Sözen, ISGÜM - Ministry of Labour and Social Security, Turkey

Training of trainers and students on healthy living, safe work and occupational health & safety issues are extremely important for the future workers on safe life awareness creation from today. At the beginning of their professional work life young people are not aware of the risks they can face at work.

The ENETOSH project helps to integrate OHS into education in Turkey and during this project important studies were carried out. One of these studies deals with the cooperation between Ministry of Labour and Social Security and the Ministry of Education. This cooperation has been started in order to provide safe work, healthy living and correct behaviour patterns as a reflex learning on the sub-

jects of occupational health and safety for the schools' principals, teachers and students. Training activities are the first stage of the program. The subject of the trainings are the national legislation on OHS, safety culture, risk assessment, occupational accidents and diseases, personnel protective equipment, first aid provision, etc. In addition, the other approaches were encouraged including leaflets, posters and videos.

The parties decided to continue by performing risk assessment studies in these schools. Subsequently OHS Improvement and Development Guide for students and teachers will be prepared.

The main goal of these occupational health and safety activities is to create "Safety Culture" in society and working life. The best way to achieve this goal is having integration of OHS to the education during school life as ENETOSH project recommends.