



## ENETOSH competence standard

### Validation study complete



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What competencies does an instructor or trainer in safety and health need?

This question was investigated in an empirical study carried out by Dresden University of Technology on behalf of the IAG between April 2008 and May 2010. The study was carried out to assess the validity of and further develop the competence standard that was set up within the framework of the EU project ENETOSH in 2007. The ENETOSH standard comprises four competence fields: (1) train the trainer, (2) basic principles of occupational safety and health, (3) occupational safety and health management and (4) workplace health management.

In three consecutive studies competence fields 2 to 4 were developed further. The first competence field had already been developed based on an empirical study, and is continuously updated (for more on this, see article by Güler Kici in this newsletter).

In total 74 people from 14 countries participated in the validation study.

As a methodological basis for these studies, the Task Analysis Tools (TAToo, Koch, 2010) for requirements analyses were used in each case. The first stage was to carry out structured interviews and questionnaires to collect data. Participants had to describe work situations that they had experienced or observed themselves and that were successfully dealt with in each competence field by an instructor or trainer. Furthermore, questions were asked regarding the necessary qualifications and knowledge required.

From the workplace scenarios described by participants, the second stage was to extract instructors' and trainers' attitudes in crucial situations and group them based on similarity. Subsequently, participants were asked, in a third stage of the requirements analysis, to assess each attitude according to different criteria. When asked to what extent the work of an instructor or trainer was reflected in each competence field, the majority of respondents gave a value from the highest percentage range used for this assessment: 76-100%.

Following this study, overviews and checklists for each competence field are available to instructors and trainers including knowledge requirements and behaviour-related requirements (skills and wider competencies). Each competence field is assigned to one of the performance levels of the European Qualifications Framework (EQF).

Now that the validity of the ENETOSH competence standard has been verified, a common, scientifically proven basis exists for quality assurance of instructors and trainers in occupational safety and health in Europe. The ENETOSH standard enables specialised, suitable staff for corresponding teaching tasks to be selected, training content that is standard throughout Europe to be developed and a certification system to be set up, insofar as is practical, for instructors and trainers (Swuste, 2010).

It is not, however, the standard itself that guarantees quality in safety and health education and training. Quality training depends on the sensitivity of instructors and trainers towards their own behaviour in each specific situation and their ability to reflect on their actions.

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## Editorial

The focus of this edition is the ENETOSH standard: its scientific foundation and examples of its practical implementation in Italy and Germany. Also in this edition, you will find exciting results from a first study concerning the wellbeing of young people in the workplace, carried out by Prevent, Belgium.

The results of the second study will be published in Newsletter No. 9 in November 2010.

Ulrike Bollmann & Claus Dethleff

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### Imprint

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Education and Culture

Leonardo da Vinci

## Young people and wellbeing at work

### What young people know about it, and what companies think.

As part of a project on young people's health and safety at work being carried out by Prevent, Institute for Occupational Safety and Health, at the request of Assuralia (Belgian Association of the Insurance companies), the institute has conducted two surveys: one among students and the other among companies. The following is the first part of a review of the main results from these surveys, presenting the first survey.

#### First survey

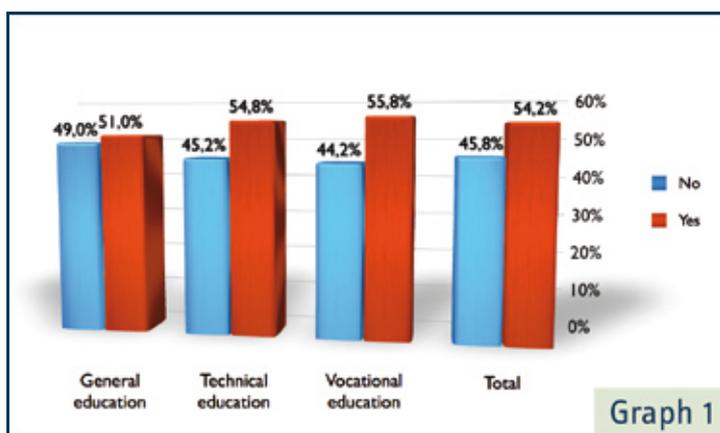
The first survey was conducted among students in secondary and higher education who had already had some experience of the working world through an internship or holiday job. Its goal was to gather information about students' perceptions of the issues of health and safety at work.

#### Mainstreaming

Integrating health and safety in education is a key element in the development of a proper prevention culture, in other words one in which health and safety form an integral part of the decision-making process. In order to achieve such an objective, it is vital for all workers to have developed a risk prevention culture at an early stage. Education and awareness-raising for children and young adults are therefore necessary. School obviously has an important role to play. More generally, though, this transformation is brought about by others with whom the young person comes into contact (teachers, parents, professionals at companies) and above all by the young person himself or herself.

#### „Young people: safe at work?“

The first survey was conducted from



Graph 1

Ability to identify risk situations

December 2008 to June 2009. A total of 2,630 young people, mainly students in secondary education in the Flemish and French Communities, replied to the questionnaire. Most of them were between 16 and 18 years old. More than 40% of the respondents were in vocational education.

#### Personal experience

Nearly 70% of the young people in vocational education knew someone in their immediate circle of acquaintances who had had an accident at work or health problems associated with work. The proportion was 67% for students in technical education and nearly 50% for students in general education.

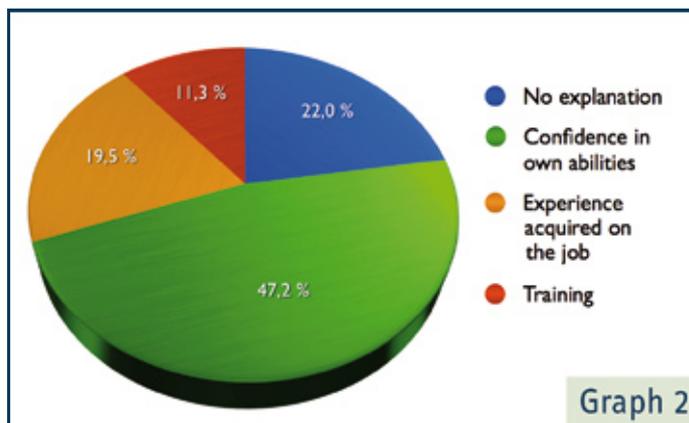
Students in vocational education were also most likely to state (nearly 40% of them) that they had been exposed to risks during an internship or holiday job. Among students in technical education, the proportion was still 30%. Among those in general education, it was only around 15%. A large majority stated that they had never had a work accident or health problems during a period of work experience (82%). There was no discernible difference on this point between the different education types. Where there were health complaints, they mainly related to backaches, broken bones and cuts.

#### Knowledge of the risks

When asked about their ability to identify risk situations, slightly over half the young people considered that they were perfectly able to do so. Although students from vocational education were slightly more likely to answer in the affirmative here, the differ-

ences of proportion between the education types were not very marked (see graph 1).

Among those students who stated that they were able to identify dangerous situations, 22% did not explain how they had acquired this ability (see graph 2). Moreover, barely 11% made clear ref-



Graph 2

How do students identify dangerous situations?

erence to courses they had attended. Slightly over 19% stated that they had acquired this ability thanks to experience „on the job“. But the majority of those who explained their answer in some way claimed that they were simply confident in their own ability (nearly 60% of those who explained their answer).

#### Information

Among young people who had attended a company internship, 77% stated that they had received information about health and safety in connection with the internship. In most cases, the information had been passed on orally. This had been done by the employer, the internship supervisor in the company, the teacher coordinating the internship or, to a lesser extent, colleagues.

Part two of this article, presenting the outcome of the second survey and a summary can be found in the ENETOSH newsletter No 9.

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## New Members

**The European Trade Union Committee for Education (ETUCE)** Belgium  
[www.csee-etu.org](http://www.csee-etu.org)

**Associazione Italiana Formatori della Sicurezza sul Lavoro AIFOS**  
 (Italian Association of Trainers in Occupational Safety) Italy  
[www.aifos.it](http://www.aifos.it)

**The Health & Safety Unit** Malta  
[schoolnet.gov.mt/healthandsafety](http://schoolnet.gov.mt/healthandsafety)

**The Polytechnic School of the University of Girona** Spain  
[www.udg.edu/eps](http://www.udg.edu/eps)

**University Of Hamburg,**  
 Faculty Educational Science, Psychology And Kinesiology, Department Kinesiology And Training Theory  
 Germany  
[www.uni-hamburg.de](http://www.uni-hamburg.de)

**BRITISH SAFETY COUNCIL UK**  
[www.britsafe.org](http://www.britsafe.org)

**BAR Bygge & Anlæg**  
 (Sectoral Working Environment Council on Building and Construction)  
 Denmark  
[www.bar-ba.dk](http://www.bar-ba.dk)

More information on the partners and contact information on [www.enetosh.net](http://www.enetosh.net)

## Upcoming events in 2010

### 19th to 20th October 2010

III International Forum on Education and Training in the Field of Occupational Safety and Health, Canary Islands [ESP]

### 20th to 22nd October 2010

1st International Conference on Accident Prevention (ICAP 2010), Busan [KR]

### 25th to 26th November 2010

„Investing in Human Capital and Wellbeing at Work: Challenges in Times of Crisis and Restructuring“, Brussels [BE]

## Networkaias

### A practical transformation of the ENETOSH European standard to qualify teachers in the areas of health, safety and prevention

ISFoP (Istituto Superiore di Formazione alla Prevenzione) is Networkaias Corporate Institute and it deals, besides other things, with mandatory qualifying courses for managers and employees in charge of safety and prevention. These courses are mandatory in all Italian companies to manage risk prevention in work places (see Italian Law Decree 81/2008).

In order to obtain legally valid courses, of high quality and effectiveness, ISFoP has adopted quality standards higher than those indicated by law to choose and engage teaching personnel (see Italian Law Decree 195/2003).

According to law, indeed, health and safety teachers must have just two years experience and not specifically in the teaching field, while ISFoP recruiting system is a complex qualification and maintenance procedure:

1. Collection of names by receiving European version of the Curriculum vitae
2. Evaluation of working skills reports
3. Evaluation, through CV analysis, of the training material produced and interview
4. Monitoring teacher's work through customer satisfaction questionnaires and by ISFoP staff
5. Monitoring management quality through specific feedback forms filled in by teachers
6. Annual update through exchange of standard training material, co-ordination meetings and refresher courses

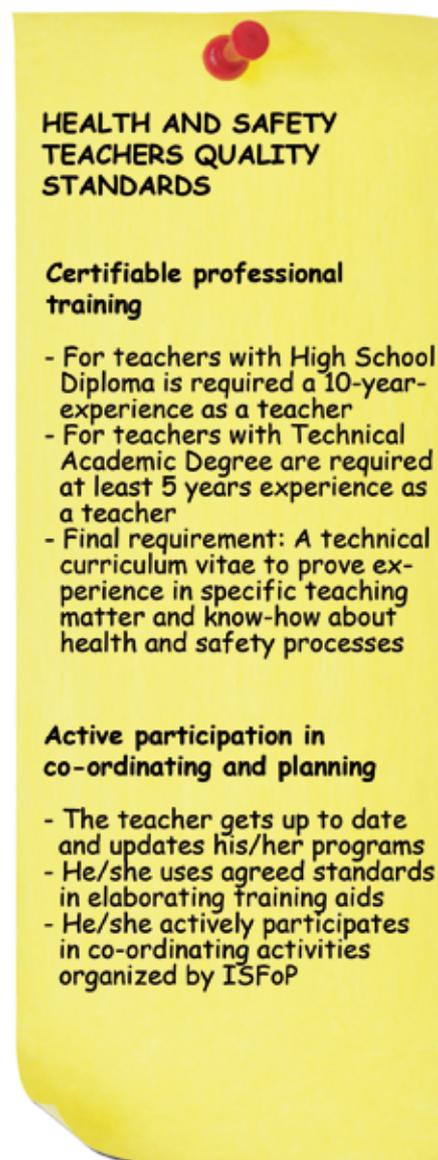
The course programs, outlines and training material are standardized by technical and didactic experts. ISFoP activity is mainly engaged in co-ordination activities of highly professional staff.

AIAS contributed to ENETOSH during the projects term through its network "Networkaias", with its experience with quality standards for teachers in health and

safety as a so called silent partner. The implementation of the standard into operating procedures and checklists was carried out according to the ENETOSH standard of competence.

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How have we managed in turning the standard into an operating procedure? See the example below:



## 10th Training & Innovation

### Rethinking Transfer: The Sustainability Of Training In Occupational Health And Safety



“Transferring the fire of our event into practice” was the motto of the 10th Training & Innovation event, which took place from 20 – 21 May 2010 at the DGUV Akademie in Dresden and was attended by a total of 65 participants from Germany, Switzerland, Austria, France, Denmark and Canada. Representatives of accident insurance providers came together with participants from companies, universities, ministries and other public institutions as well as private providers of training, research and consultancy to have a frank and high-level exchange of ideas on how to make sure that seminars and training sessions have a more sustainable impact in practice.

In advance of the seminar, the results of a research study (Gründler & Schulz, WissensImpuls 2009, commissioned by the IAG) on transfer of training measures had been didactically and methodologically pre-



pared and translated by Ralf Besser of “besser wie gut” into a creative design for the event. This included an admission and closing ritual designed to maintain participants’ ongoing awareness of the issue of transition from seminar to practice.

Day 1 was used largely to sensitize participants to the issue of transfer. It involved, amongst other things, investigating the key factors and depicting the transfer process in graphic form. In interactive workshops, the main challenges to successful transfer were then considered from the point of view of practitioners. Participants agreed that the workshop led by Helga Brüggemann on “The high-transfer participant” had a particularly lasting impact.

The main focus of Day 2 was on discussing possible solutions. At the outset Lynda S. Robson from the Toronto Institute for Work & Health made a provocative presentation of results from a systematic literature re-



view on the effectiveness of training and education for the protection of workers.

At the wish of many participants a follow-up event will be organised next year on the same topic: at Training & Innovation 2011, examples of occupational health and safety training and education measures that have been successfully implemented in practice will be presented. The 11th Training & Innovation seminar will take place from 19 - 20 May 2011 at the DGUV Akademie in Dresden.

More information, some presentations for download and a picture gallery can be found on the web platform.

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Ralf Besser - [www.besser-wie-gut.de](http://www.besser-wie-gut.de)

## Train the Trainer

### The modular training package of IAG

Since 2006, the Institute for Work and Health has been offering systematic training for the accident insurance institutions’ trainers and lecturers in the form of a “Train the Trainer” package. It encompasses media, methods and educational approaches and is designed for full-time/part-time and freelance trainers.

Before embarking on the training, it’s a good idea to take part in a three-day trainer profile analysis. The analysis consists of tasks typical of everyday seminar work, e.g. presentation, facilitation, team teaching and seminar planning, plus a structured interview and systematic observation by qualified advisors, using the ENETOSH standard for Education and Training. The analysis takes place on a very individual basis as only six participants are allowed. In a review with the advisors, the participants find out where their strengths and development potential lie and how they can expand them

with the help of a tailor-made training package. The analysis ends with a joint target agreement, in which the agreed actions and the implementation schedule are defined.



As well as seminars, the modular training package offers four individual-development components, i.e. observation of the trainers’ own seminars, co-training, coaching for trainers and development of seminar plans. Topic-specific workshops give trainers and lecturers an opportunity to share experiences. The ENETOSH standard provides an important founda-

tion for the ongoing development of the modular “Train the Trainer” package.

Once the participants have successfully completed the agreed training, they receive a DGUV “Train the Trainer” certificate and a folder in which they can collect and file their formal and informal learning experiences. After three years, the folder is used as the basis for recertification.

In 2006 till July 2010 a total of 132 trainers and lecturers have made use of the trainer profile analysis. Those who benefited most were the participants who were very skilled at self-reflection, who saw the assessment of their own strengths and potential as an opportunity for further personal development and actively sought such an opportunity.

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