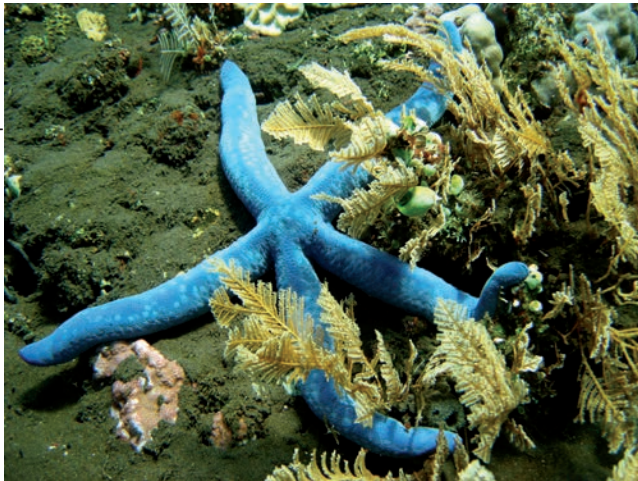




## European Network Education and Training in Occupational Safety and Health

### Building Capacities - Knowledge for Prevention worldwide by Claude Donald Loisel

Photo: Thomas Hubauer | www.flickr.com/photos/dtrth80



ENETOSH is celebrating 10 years of connecting people with the knowledge they need to mainstream OSH into education. Quite an inspiring achievement! Building on this successful and unique initiative as a key achievement towards building a sustainable culture of prevention, as well as its own experience in strengthening institutional capacities in **Understanding OSH knowledge development worldwide, including how OSH is mainstreamed into education, is important to re-new global policies and practices in this field.** ENETOSH, the International Labor Organization (ILO) is currently building the Global Action for Prevention programme (OSH GAP) and truly appreciates the hard work of ENETOSH over the last decade. We hope this anniversary starts a new era for the network.

From a global perspective, the potential of international networking to support the development of prevention systems and capacities through mainstreaming OSH into education remains very much untapped, especially with regards to addressing structural issues in less developed and low-and-middle income countries. Networking is key to generating and strengthening international collaboration and cooperation by supporting and promoting twinning arrangements, bilateral and multilateral cooperation.

The OSH GAP programme will provide insights and identify key trends in OSH knowledge including research, education, training, advisory services and information

services. The development objective of the Knowledge for Prevention component of the new programme consists of strengthening institutional capacities to acquire and use OSH knowledge for prevention. Subsets of this objective aim to develop educational initiatives including mainstreaming OSH into education systems and programmes; developing new curricula; establishing the global knowledge base on

OSH education and training; and extending national, regional and international networking in OSH education and training - in short, exporting the ENETOSH model beyond EU borders.

Most, if not all, agree on the need to mainstream OSH into education; thus, examples of large-scale and successful initiatives from which key lessons can be drawn need to be shared internationally and systematically. Additionally, support material and resources to take them further should be made available.

The world needs low-cost, effective and practical delivery systems to mainstream OSH into education. This notably entails enhancing institutional capacity to undertake national education and training needs assessment; quality assessment surveys; technical and educational support packages; upgraded and new educational programmes; stimuli package to encourage and support educators engaging in OSH matters; new and updated course content; and social investments in mainstreaming OSH into education in various segments. The world of work is already convinced, so the time has come to bring the matter to the global policy-making level.

Claude Donald Loisel | Coordinator Networks, Knowledge and Information Management ILO, LABADMIN/OSH Branch

#### Editorial

When preparing an ENETOSH newsletter we always ask several experts for contributions. However, the call for papers for this edition was particularly challenging because of the network's 10th anniversary and its future direction. But we are pleased to say that the results for this special edition of our newsletter are excellent! A broad range of high-quality articles about mainstreaming OSH into education; several examples from different countries; and, of course, an article about the 10 years of ENETOSH.

We are sure you will find this a fascinating read. Happy Anniversary ENETOSH!  
Ulrike Bollmann & Claus Dethleff

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#### Imprint

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ENETOSH is an open network - have a look at our "Who is Who?" section or become a member of ENETOSH!



Education and Culture

Leonardo da Vinci

## There and Back Again – from Bilbo to Beijing

by Susanne Ulk

My tribute to this “10 Years Anniversary of ENETOSH Newsletter” is inspired by J. R. R. Tolkien’s “The Hobbit – There and Back Again”. I feel I have a lot in common with the hobbit Bilbo Baggins from the Shire.

Hobbits are unobtrusive people who, according to J. R. R. Tolkien, “love peace and quiet and good tilled earth”. I am not sure this description fits all Danes, but it certainly fits me.

Unlike Bilbo’s adventure which started with dwarves, my adventure started with trolls. Not large, evil and stupid cave trolls or orcs like in the Tolkien universe, but with two nice and curious troll kids “Ar” and “Mi” from a project initiated by the Danish Government. The names Ar and Mi are abbreviations of the Danish word for OSH: “Arbejds miljø”.

Ar and Mi act as standard-bearers for mainstreaming safety and health training into general teaching and they are key figures in teaching materials for OSH in primary schools. Their motto is that good safety and health attitudes and habits should be developed in school.

My adventure started in Bilbao (Bilbo) in the

late nineties. Venue: the newly established EU-OSHA. I was a member of a Danish delegation visiting the agency, interested in learning about the vision and mission: creating safer and healthier European workplaces. The staff were characterised by excellent skill sets, passion and enthusiasm. Ulrike Bollmann was one of them. A seed was sown.

Bilbao/Bilbo 2002 during the Spanish EU Presidency. More seeds were sown during a Presidency Conference on OSH. One year later in Rome our fellowship (Tolkien language) was sealed and the seeds took root. Ulrike and I organized the Italian Presidency session “Mainstreaming OSH into Education: The workers of tomorrow”.

Back in Germany at the DGUV Ulrike continued taking care of the seeds, which by then had developed into little plants growing in the garden of the EU’s Leonardo da Vinci programme “Lifelong Learning”.

After loads of paperwork, loads of (indispensable) bureaucracy a letter came at long last, “Invitation for the Kick-off-Meeting ENETOSH 18 – 19 October 2005”!



“The gathering” (Tolkien language) in Bilbao really inspired the participants. It also resulted in new friends and new ideas to bring back home.

Hard work / hard fun during the project period 2005 – 2007. Surprisingly, (for others, but not for the members of ENETOSH) the two years did not end with a final report to put on shelves in different EU offices. A project’s ability to survive is often proportional to its funding.

My colleagues in Denmark call ENETOSH “The project that refuses to die”. As a result of the enthusiasm of the members, the steering committee, the coordinator and the web master the adventure continued.

[continue reading on page 3](#)

## OSH Education in Finnish Schools by Arja Äyräväinen

In Finland, OSH is called TET. This is an abbreviation for the Finnish Työelämään tutustuminen. TET, Introduction to Working Life, includes occupational safety and health issues. However, TET is also a part of the curriculum subject Guidance Counseling, which includes topics such as learning skills, school attendance, self-knowledge, postgraduate study opportunities, professions and occupational fields, and working life.

In Finland, all schools follow a national core curriculum. This includes the objectives and core contents of different subjects. Local education authorities in municipalities, and the schools themselves, draw up their own curricula within the framework of the national core curriculum. Let’s look at TET in practice at Rajamäki School in Nurmijärvi.

### TET at Rajamäki School

TET consists of work periods during the last three years of compulsory comprehensive school (7th grade: 1 day, 8th grade: 5 days, 9th grade: 10 days. The students are 13, 14 and 15 years old).

In the 7th grade, TET introduces students

to the work of kitchen and cleaning staff at the school. This TET period lasts only a few hours. The 8th and 9th graders must find a workplace on their own, but the guidance counsellor can help if necessary.

For 7th graders, TET guidance deals with the hazards of kitchen and cleaning work, clothing at work, and practical things such as scheduling the TET day and informing their parents. Guidance for the 8th and 9th graders covers the Young Workers’ Act (permitting employment at the age of 15) and the Occupational Safety and Health



Act using teaching materials adjusted according to the age of the students. They are also taught about employment contracts, working hours and absence

notifications. No salary is paid for TET work, but the experience can help them get a “real job”, for example, in the summer.

### Organizing

TET requires a lot of organization at the school. Ms Varpu Kujala, guidance counsellor at Rajamäki, says that classes are divided in two. Due to the fact that 150 8th graders from her school go to TET, not all of them can find a position during the same

week. When the students take turns going to TET, the same companies can take more of them. Some students may find a place for TET at their parents’ workplace or elsewhere.

Students have accident insurance which also covers the TET period and applies to trips directly from home to work and back. They are reimbursed the costs for travel and meals. All relevant information is given to students and parents. Ms Kujala and her colleague are responsible for a total of 450 students in the TET programme.

Ms Katri Brummer, Finnish language and literature teacher, appreciates that the class is divided into two. When the first half returns from TET, the others can go. She finds it much more pleasant to teach small groups: writing instruction and performing difficult things such as sentence analysis in Finnish.

### Continuity

TET practice varies in different schools, depending on local circumstances. However, TET, its previous versions and enhancements, such as on-the-job learning in vocational schools, can be considered a significant indication for occupational safety and health (OSH) education in Finnish schools. More information is available at: [www.oph.fi/english](http://www.oph.fi/english)

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## „From Biblo to Beijing by Susanne Ulk - Part 2

2015 - the idea is still the same, so is the vision and ideology. The goal is still joint quality assurance of education and training, high-quality mainstreaming (integration) of health and safety into the education system, and cooperation between prevention and education experts.

During the past years we have learnt that there are different ways to reach the goal - depending on traditions, culture and approach.

And now, dear reader, you are probably asking yourself why on earth has she called the article "From Bilbo to Beijing"?

That's because my latest adventure - thanks to ENETOSH - took place in Beijing. I was asked to work on the "Integrating OSH in TVET" project. The project is part of a bigger programme called EUCOSH (Europe/China/ OSH) and one of the outputs was a workshop. I introduced ENETOSH to our Chinese friends as an open network to anyone who is committed to mainstreaming OSH and advancing the process of mainstreaming OSH into education at the national, European and worldwide level.

ENETOSH has grown from a little seed to a beautiful blooming plant. Congratulations!

Susanne Ulk | [ulk@live.dk](mailto:ulk@live.dk)

## The Success of the EU-OSHA Focal Point Romania to Mainstream OSH into Education

by Ioana Georgiana Nicolescu

The article focuses on an example of successful networking and awareness raising in order to mainstream OSH into the Romanian education system from the earliest stages of learning. This work was done by the EU-OSHA Focal Point/Romania as part of the EU-OSHA campaigns "Together for Risk Prevention" in 2012-2013 and "The Management of Psychosocial Risks" in 2014-2015.

### Objectives

- Introduce OSH courses into the curricula of primary and secondary schools, thus involving both teachers and students.
- Raise the awareness of authorities of the need to introduce OSH learning in schools, at all the levels, as a key success factor for a safe and healthy learning and working environment.
- Raise awareness of the risks of workplace stress for staff in the education sector (e.g. teachers from primary and secondary schools).
- Identify efficient solutions for stress management - open debates (OSH information sessions) involving occupational physicians, psychologists in order to help teachers get involved in supplementary activities (OSH teaching).

### Background

The Romanian education system provides OSH courses mainly at post-graduate level and, more recently, for university students in their final academic years. Therefore, only university professors are authorised to teach OSH within academic institutions. At present, primary schools, secondary schools and technical colleges are not covered by OSH education.

However, a significant change in thinking is envisaged - pupils should learn about safe behaviour from an early age as a prerequisite for safe behaviour at work when ente-

ring the labour market and teachers should promote/teach OSH on a regular basis in schools.

### Outcomes

A well targeted network was established consisting of the EU-OSHA FOP/Romania, central and local government authorities, academic institutions, primary and secondary schools, and employee organisations. Other key success factors: the use of suitable promotional materials; teacher interest in OSH; support by authorities.

In 2014 and 2015, two consecutive national OSH Contests were conducted by the Labour Inspection with the FOP's support. They also involved teachers and pupils from the Republic of Moldova. An award ceremony for the best school teams (teachers and pupils) took place.

The EU-OSHA 'Toolkit for teachers' (OSH lessons for 7 to 11 year-old pupils) has been heavily promoted by the FOP to teachers from primary and secondary schools at a national level.

In the autumn of 2015, it is planned to involve high-ranking education authorities in encouraging OSH learning in schools on a regular basis.

Dipl. Jurist Ioana Georgiana Nicolescu

[georgiana.nicolescu@gmail.com](mailto:georgiana.nicolescu@gmail.com)

Manager of the EU-OSHA Focal Point - Romania

## New Members

### National Institute for Occupational Safety and Health (NIOSH)

USA [www.cdc.gov/niosh](http://www.cdc.gov/niosh)

### Health and Safety Department University of Brighton

UK [staffcentral.brighton.ac.uk/safety](http://staffcentral.brighton.ac.uk/safety)

### Centre for Risk, Safety and the Environment (CERISE)

Cyprus [www.euc.ac.cy](http://www.euc.ac.cy)

### Croatian Institute for Health Protection and Safety at Work (CIHPSW)

Croatia [www.hzzsr.hr](http://www.hzzsr.hr)

### XPLICAME Ltda

Colombia [www.xplicame.com](http://www.xplicame.com)

Individual Members:

**Hanan Mohamed Fathy Elnagdy**

Egypt

**Asif Masiuddin**

Abu Dhabi

**Ivan Williams Jimenez**

Spain

**Theophilos Mantzanas**

Greece

## Upcoming Events

**21<sup>st</sup> to 24<sup>th</sup> March 2016**

4th International Strategy Conference on Health and Safety at Work, Dresden [GER]

**June 2016**

Social Partners Promoting Decent Workplaces in Education, Final Conference, Bucharest [ROM]

## Swiss postgraduate Interdisciplinary Diploma

Minimizing health hazards, improving the occupational environment and fostering healthy workplaces - work and health specialists have to deal with a huge variety of responsibilities and tasks.

The Diploma of Advance Studies (DAS) Work+Health at the University of Zurich and the University of Lausanne integrates three specialist areas - occupational hygiene, occupational medicine and occupational health management. The next four-semester interdisciplinary course starts in February 2016. International students are welcome; course language is English.

For more information, visit [www.mas-workandhealth.uzh.ch](http://www.mas-workandhealth.uzh.ch)



# Nation's First-ever "Mainstreaming OSH into Education" law

by Lester Claravall, Oklahoma Department of Labor / Stacy Oakley, Latta Public School

In order to understand how Oklahoma's new law developed, it's important to understand the holistic pathway that led to its creation. The series of different action steps came together nicely allowing Oklahoma to achieve success. It all started during the 2012 Turin workshop held at the ILO International Training Center. The international exchange of nations enabled Lester Claravall, child labor program administrator with the Oklahoma Department of Labor (ODOL), to bring home a wealth of knowledge on how to mainstream OSH into education. After the Turin meeting, ODOL partnered with the National Institute for Occupational Safety and Health (NIOSH) and adopted their Youth @ Work Talking Safety (curriculum). Lester worked with NIOSH to review the Oklahoma version of the curriculum before it was shared with the schools. He also had the opportunity to attend the NIOSH state partners meeting at which time the National Occupational Competency Testing Institute (NOCTI) assessment was introduced.

Once the curriculum was completed, ODOL, in partnership with the Oklahoma Safety Council, created an annual video contest called Speak Out for Workplace Safety. The goal of the video contest was to educate teachers about the curriculum and empower students to create videos to be used to teach their peers about safety on the job. The Oklahoma Department of Career and Technology Education played a major role in helping ODOL get the curriculum in the hands of career tech teachers throughout the state. This was a school endeavor that would kickoff Oklahoma's effort to reach educators and protect young workers from hazardous jobs. The prize-winning videos were showcased at the State Capitol to involve lawmakers, educate them on young worker safety, and set the stage for what was to come.

While the video contest was achieving success, Lester remained in the loop with the NOCTI assessment and was instrumental in bringing the test pilot to Oklahoma. NIOSH worked with NOCTI to allow students to receive a certificate if they passed an online exam over the curriculum material. To administer the NOCTI assessment test pilot, NIOSH partnered with Latta Public School in Ada, Oklahoma, under the direction of teacher Stacy Oakley, who heads Latta Mar-

keting through Latta DECA. DECA is an international high school organization that prepares emerging leaders and entrepreneurs in various disciplines to transition into the workplace. Lester had recommended Stacy because her students won first place in the Speak Out for Workplace Safety video contest two years in a row and is credited for being the first school to implement a whole school safety program reaching students in grades K thru 12.

NIOSH and UC Berkeley visited Stacy in Ada



On April 1, 2015, Oklahoma Governor Mary Fallin signed SB 262 into state law making this landmark legislation a national first. | Seated: Oklahoma Governor Mary Fallin Standing (left to right): Noelle Vargas (Latta DECA student), Trace Lawson (Latta DECA student), Stacy Oakley (Latta DECA teacher), Arles Oakley (Holcim), Lester Claravall (Oklahoma Department of Labor), Commissioner Mark Costello (Oklahoma Department of Labor), Andrea Okun (NIOSH), State Senator Susan Paddack, Nikole Vargas (Latta DECA student), Olivia Hamilton (Latta DECA student), Rayna Ellison (Latta DECA student), Brandon Cannon (Latta DECA student)

to train the teachers on the Youth @ Work Talking Safety (curriculum) and implement the NOCTI assessment test pilot that would measure student competencies. During this training, Stacy involved Senator Susan Paddack, who was also involved with the Speak Out for Workplace Safety video contest, to witness first-hand the curriculum in action and the impact it had on classroom students. Not only were educators and policymakers now on board and taking ownership, but so were the Latta DECA students who took mainstreaming OSH into education to the next level. These students saw the importance of the curriculum and how this curriculum needed to be taught to ALL students in the general student population, not just to career tech students.

Saving the best for last, Stacy and Latta DECA students took this golden opportunity to convince Senator Paddack to champion the cause. This resulted in Senator Paddack authoring Senate Bill 262 (SB 262). SB 262 would require the State Labor Department and State Education Department to collaborate and direct school administrators to in-

corporate the Youth @ Work Talking Safety (curriculum) into every school district. The goal was to target ALL public schools through the State Education Department, not Career Tech. Once SB 262 passed the Senate floor, Representative Todd Thomsen, who chaired the House Education Committee, used his leadership to get his legislative colleagues to vote in favor of SB 262. In an interesting move, Latta DECA visited the State Capitol to lobby the lawmakers through flyers and face-to-face meetings to

emphasize the importance of keeping youth safe at work and the importance of teaching the Youth @ Work Talking Safety (curriculum) in every school. As a result, SB 262 passed the House floor unanimously. Much credit goes to the students of Latta DECA for having a tremendous influence, otherwise, SB 262 would have never passed.

On April 1, 2015, Governor Mary Fallin signed SB 262 into state law making this landmark legislation a national first. Keeping the momentum going, Representative Thomsen met with State Superintendent Joy Hofmeister to discuss the success of SB 262 with plans to move forward. In addition, Senator Paddack met with Governor Fallin to align Oklahoma's "mainstreaming OSH into education" law as part

of her statewide economic development plan. The new law has attracted national attention because teaching workplace safety in the schools will help reduce workplace injuries, provide a service to industry by producing safety-minded employees, and contribute to a state's economic development by saving businesses money. Mainstreaming OSH into education in Oklahoma became possible thanks to the knowledge gained from Turin and the partnerships developed between NIOSH, ODOL, and Latta Public School. The "mainstreaming OSH into education" law became possible thanks to the students of Latta DECA for having the vision to fight the good fight to keep their peers safe on the job through legislation. The combined efforts of everyone involved made a huge difference in Oklahoma and for the rest of the USA. Oklahoma's trailblazing efforts provided a 'new model' for other states to follow while setting a 'new national standard' when it comes to young worker safety training in American schools.

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Oklahoma Department of Labor



## Teachers Striving for a Better Working Environment

by Anders Eklund and Susan Flocken

Schools usually reflect the existing culture and society, but looking closer, one realises that schools also have a significant influence on maintaining and changing cultures. This is not necessarily a curricula issue, but a result of the social context and educational environment. Bearing this in mind when creating a culture of prevention, it is evident that this culture will not come about without first passing through the school system. The vision of a culture of prevention might already exist in some schools but in other schools there is still a long road ahead.

The European Trade Union Committee for Education (ETUCE) represents 132 teacher unions in 48 countries with more than 11 million teachers at all levels of education (pre-school, primary, secondary, vocational education and training, higher education and research). ETUCE has one core message for promoting decent working environments in education: schools, which are the working environment for teachers and other school staff and the learning environment for young people, must be safe and secure to ensure the best possible setting for teaching and learning. Its global umbrella organisation, Education International (EI), which represents 30 million teachers worldwide, also discusses educational and working environment in schools from this angle. One of its resolutions proposed for the EI Congress in Ottawa on July 21-26, 2015 is called Quality Environments for Teaching and Learning.

In short, every student should be educated in an environment that promotes good physical and mental health in comfortable and safe facilities. An inclusive environment which protects students' health against risks, which aims to prevent all forms of discrimination and which promotes a school built for the future.

ETUCE regularly carries out initiatives co-funded by the European Commission to promote learning environments in schools that are healthy and safe. ETUCE is currently running a project together with its European social partner, the European Federation of Educational Employers (EFEE), which promotes decent



workplaces in the education sector with a focus on promoting a healthier working life as a prerequisite for quality education. The project seeks to identify concrete and practical ways to prevent and combat work-related stress in education with a focus on joint social partner initiatives and to develop concrete and practical guidelines on how to promote joint social partner initiatives at national, regional and local level to prevent and combat psychosocial hazards in education.

An online survey among teachers, school leaders, other education staff and employers in education shows that the most important success factors and the greatest challenges are the allocation of sufficient time and financial resources and cooperation between the social partners. Other challenges faced by initiatives which aim to prevent work-related stress include a lack of support from employers in education as well as insufficient training and prevention measures. The most successful initiatives were those concerned with reducing job insecurity, improving relationships between teachers and parents, and, above all, collecting data on teachers' work-related stress.

The project also comprises four case studies (good practice) in secondary schools in Romania, Finland, Belgium and Germany as well as two training seminars for teachers and school leaders on the topic of promoting decent workplaces. It culminates in a major dissemination conference in June 2016 where the overall results are to be presented together with a short film on the project and

the schools involved as well as a discussion on practical guidelines for how to promote joint social partner initiatives to prevent psychosocial hazards in education.

The achievements made prove how important it is that teacher unions take steps to promote decent working conditions for teachers and a culture of prevention for students. It is crucial that employers in the education sector, education authorities and teacher education institutions embrace a culture of prevention. Together, stakeholders in education can jointly ensure

that there is a healthy and safe school culture. Pupils and students need a quality learning environment during their years of study and it is equally essential to provide training for their future professional life within a decent working environment.

Ideally, the development of a culture of prevention starts in pre-school and evolves throughout the education system. It takes a long time to establish such a culture and this is a necessary step that cannot wait. Therefore, we should concentrate on the phase of education a few years before entering work. That means that occupational health and safety education should be a compulsory part of vocational, secondary and tertiary education. As such, Education International and ETUCE have signed the Integration of Health in Education Statement – a global school health statement that supports the idea of integrating health and social development into education.

The importance of a healthy and safe working environment for everyone starts with a quality working and learning environment in schools. Decent working environments can appear to be islands where workers and management attempt to create the best working environment. However, if we want decent working conditions for all, we need to start in education.

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## Development of ENETOSH Activities at National Level in the Republic of Croatia by Vinka Longin Peš

Based on the results of the Twinning Project HR 07 IB OT 01 "Health and safety at Work" and in line with the report's recommendation for the sustainability of the project's results, the Communication Working Group for Health and Safety at Work in the Republic of Croatia commenced in 2013. This working group brought together experts from the Ministry of Labor and Pension System including the Labor Inspectorate, the Ministry of Health, the Croatian Institute for Health Protection and Safety at Work, and the Croatian Health Insurance Fund. Ongoing work is characterized by the involvement of representatives from the Croatian Institute for Public Health, representatives from the University of Zagreb's Faculty of Medicine, the Department for Environmental and Occupational Health, representatives from the Union of Autonomous Trade Unions of Croatia, and representatives from the Croatian Employers' Association.

The 2014-2020 Action Plan was developed in accordance with the Protocol of Communication. Establishing the ENETOSH network at national level has been included in the Action Plan following a proposal from representa-



tives of the Croatian Health Insurance Fund. The current objectives of the national network are:

1. Promote OSH education with emphasis on its importance for creating a culture of prevention.
2. Develop targeted training modules and achieve high-quality education using research and surveys.
3. Reduce the number of workplace injuries and occupational diseases via education.
4. Strengthen professional capacity in occupational medicine in order to improve the health of older workers (participation in EU Project E-CAPACIT 8) including: recognize current needs in education, develop specific educational materials in occupational health

with regard to improving the health of older active workers, produce promotional materials, develop a platform for e-learning, and provide support and recommendations for use. Additional activities are also aimed at developing a culture of prevention and safety via school programmes and curricula, as well as exchanging knowledge and good practice of all institutions and bodies involved in the national ENETOSH network.

It is important to point out that, according to the data of Croatian Health Insurance Fund, the number of injuries at work in 2014 was 3% lower than in 2013. We strongly believe that targeted activities of the national network will further reduce the number of injuries and contribute to the development of healthy and safe working and learning environments.

The photo shows a meeting of representatives from national bodies and institutions to discuss the project for promoting OSH education.

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## The Robert W. Campbell Institute by John A. Dony

The Campbell Institute at the National Safety Council is the global environmental, health, and safety (EHS) center of excellence. Built on the belief that EHS is at the core of business vitality and intrinsic to operational excellence and financial performance, the Institute helps organizations of all sizes and sectors achieve and sustain excellence. Currently 34 members and 5 partners strong, the Institute believes in the sharing of proven knowledge, actionable solutions and best practices from leading-edge organizations worldwide. This knowledge is presented through open access to Campbell Institute original research, case studies and library content. All of these resources are available to educators and EHS leaders to demonstrate how workplaces are stronger and more sustainable through proven practices.

Campbell Institute white papers draw from original research in trending topic areas of global scope. Of particular interest is the ongoing research on leading indicators, which has made steps to advance the state of knowledge and practice of leading indicators to im-

prove EHS performance. In this research, one can learn how leading indicators are used at Campbell organizations, which indicators are commonly used for benchmarking purposes, and multiple ways to measure and track leading indicators. Other Institute research has covered the topics of EHS leadership, world-class EHS practices, and risk perception theories, all of which are available at the Campbell Institute website.

The Campbell Library is another resource for those seeking EHS knowledge, including those in academia and education. Here one can find a collection of business case studies from Campbell members and Award winners identifying vital elements of successful safety management systems and important lessons learned. The case studies outline how Campbell members and Award winners met unique project challenges through strategic focus on workers, EHS culture, corporate social responsibility and other key elements.

Topic-specific case study narratives, such as those included in the white papers, detail

leadership methods for safe and sustainable workplaces as well as leading indicator implementation techniques that can be used to convince senior management of leading indicators' importance and predictive power. These, along with hundreds of other vetted articles on EHS system management, hazard recognition, workforce engagement, management commitment and more, are available at no charge with the creation of a Campbell Institute website account.

Part of the Campbell Institute's mission is to disseminate knowledge and solutions to create safer, healthier and more sustainable workplaces around the globe. We encourage you to discover and access new resources through the Institute - and share your own! Learn more at:

[www.thecampbellinstitute.org](http://www.thecampbellinstitute.org)

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