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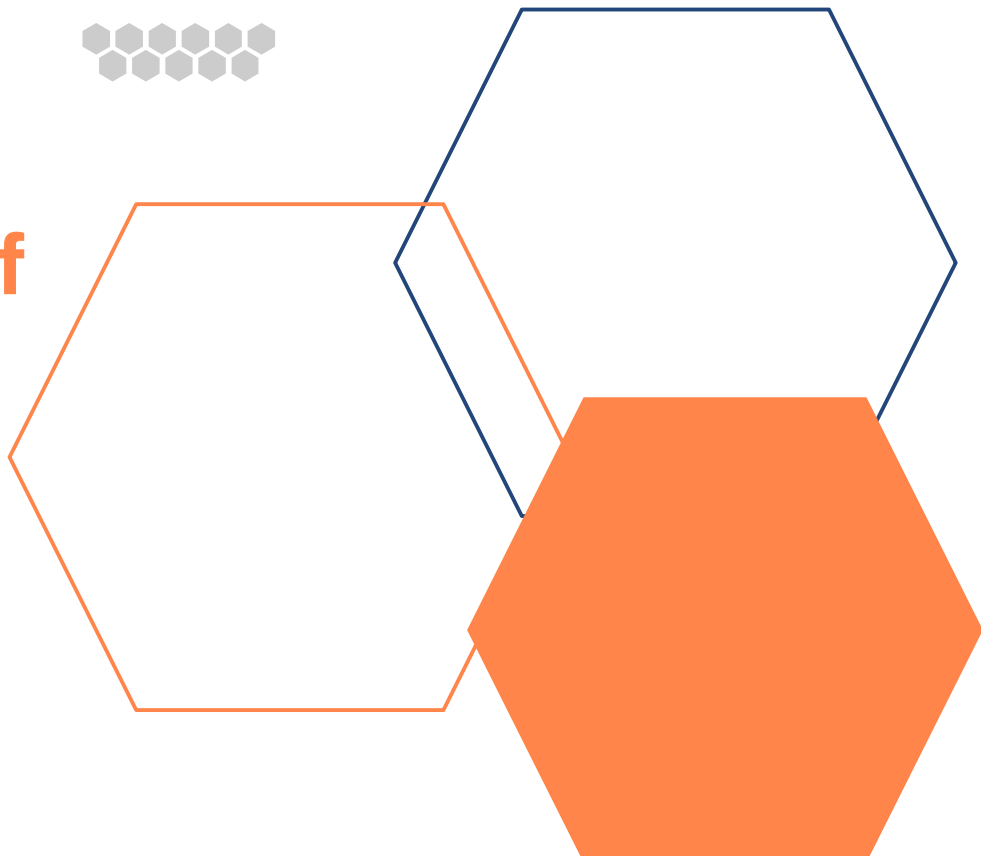


Riding the wave of sustainability



Integrating OSH into education

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01



The project

Presentation of the project
Mind Safety – Safety Matters!



The goal

Priority 1: promotion of teachers' **active involvement** and **active participation** in their own training to test, experiment, develop and implement methodologies and tools in schools



Priority 2: creation of a **shared space** for professionals and educators from various countries, by sustaining training, discussion, exchange of innovative practices and free access to teaching/learning materials for safety and health at work

Priority 3: applying **inclusive** approaches and IT resources, by creating inclusive materials for vulnerable/minority groups

A pan-European project aiming to improve and innovate methods of teaching safety and health issues in the classroom and preparing young people to work in safe conditions, living and learning to be responsible citizens after leaving school.



The project



PORTUGAL

Authority for Working Conditions – Coordinator

University of Aveiro
University of Minho

SPAIN

University of Girona

THE NETHERLANDS

Delft University of Technology

ESTONIA

Youth in Science and
Business Foundation

TURKEY

Labor and Social Security
Training and Research Center



**MIND
SAFETY**

safety matters!

- Erasmus + Programme
- Cooperation for innovation and the exchange of good practice
- 8 years of project work
- 2015-2018 (I) 2018-2021 (II)
- 355.941 € (I) 395.774 € (II)
- COVID-19



02

Key findings

Presentation of main achievements

← Full publication

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Riding the wave of sustainability: Integrating OSH into education

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2 Key solutions



Community of practice (CoP)

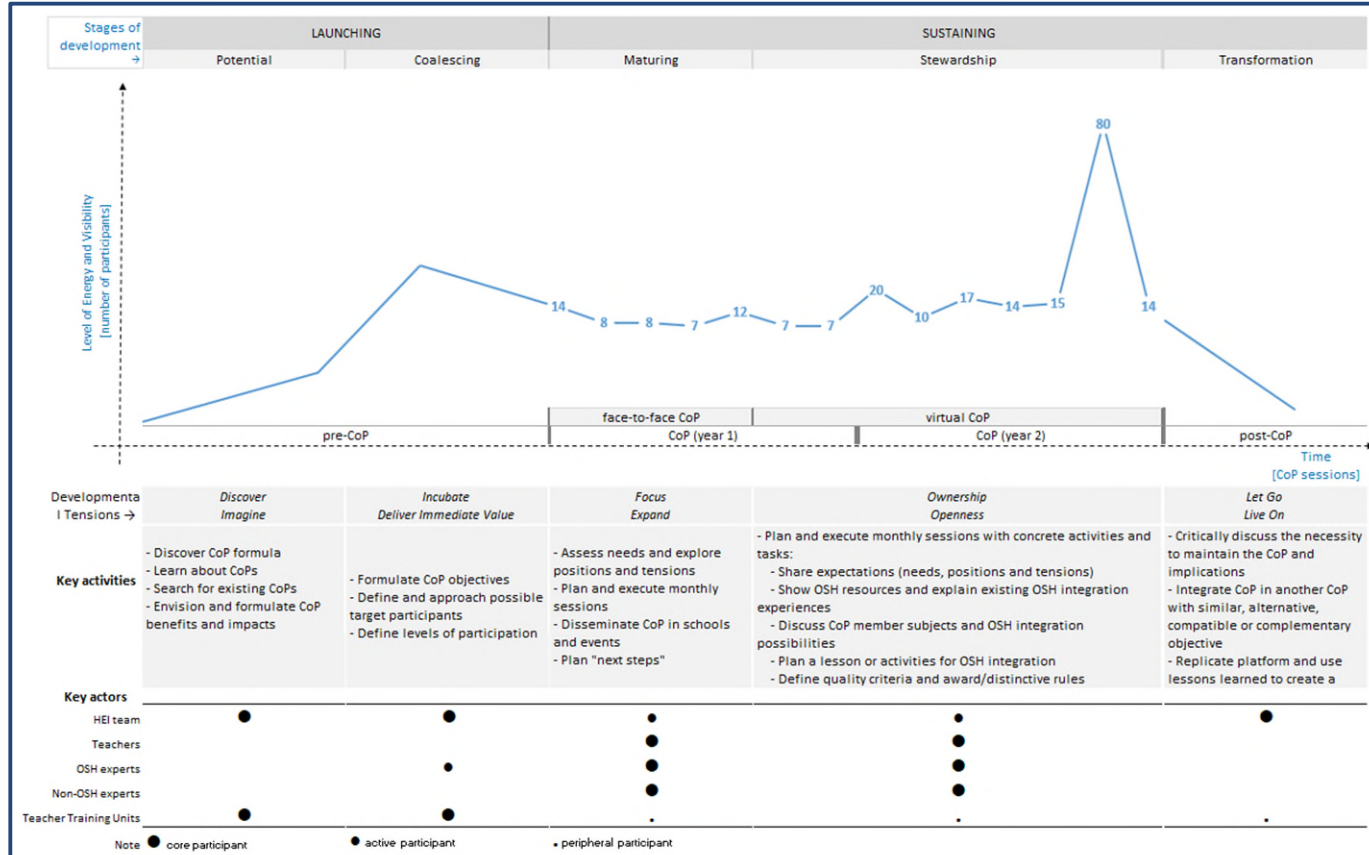
CoP are groupings of practitioners who share a common interest in a particular domain and who interact on a regular basis to learn and improve their practice (Nicolini et al., 2022; Wenger-Trayner & Wenger-Trayner, 2015).

A platform to share experiences

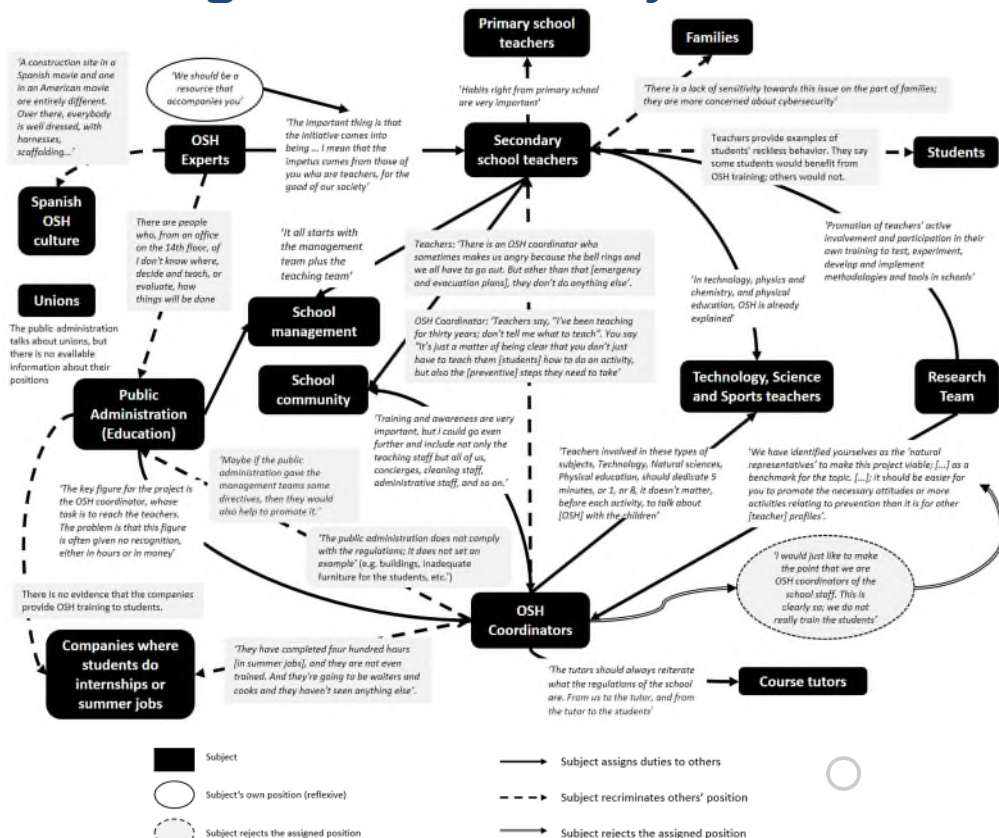
(i) WHAT: teaching experiences; (ii) WHO: CoP; (iii) SCOPE: Highlight for OSH education; (iv) WHAT FOR: Sharing experiences; and (v) HOW: Teachers to teachers



Stages of development of the CoP



Distribution of stakeholder positions with respect to OSH integration in secondary education



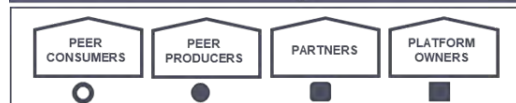
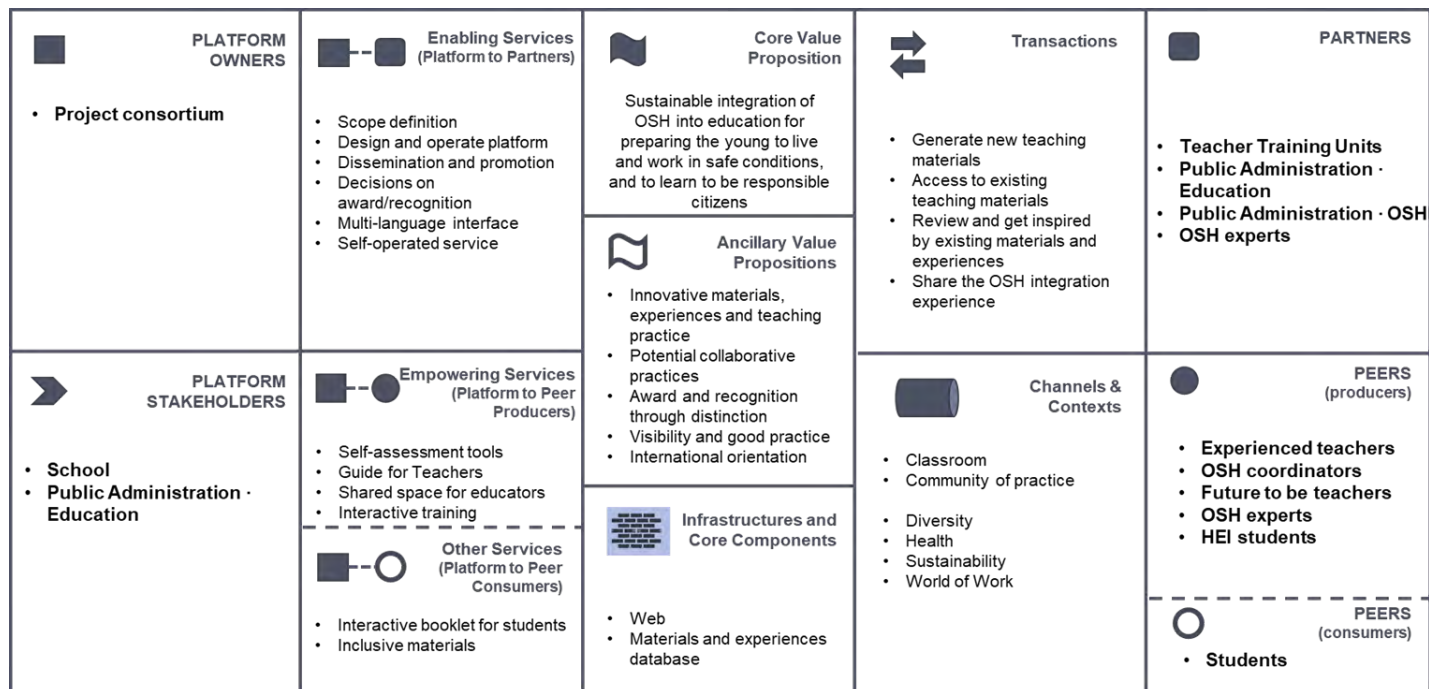
Highlight: There are people who, from an office on the 14th floor of I don't know where, decide and teach, or evaluate, how things should be done.

But things are very complicated, and those who really know the complications are the ones who are on the job, and in this case, it is the **teachers**, who must not only be ideologues on this issue but also **soldiers**.

The teaching staff is the **Trojan horse** that must bring the OSH topic to the school and to the classroom.

The school, via the teachers, must train free citizens who will be workers, who -if they integrate attitudes and values of safety and health in school-will be the **best future** of safety and health in companies, the world of work, and society in general.

Minimum viable platform for OSH integration into education



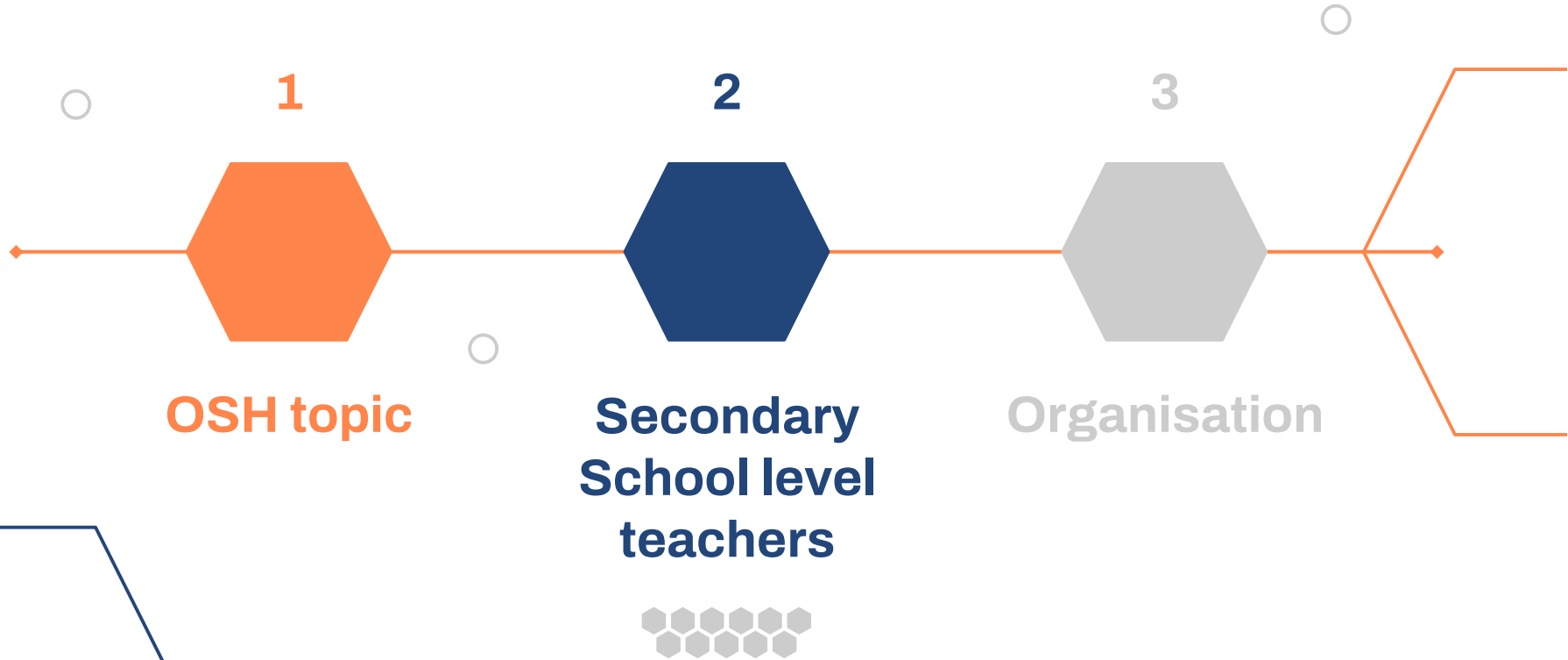
03

Tensions & solutions

Lessons learned



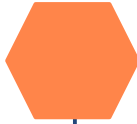
3 Sources of controversy



1

OSH topic

Problems



Possible solutions

Unattractive theme

Complex concept (strong regulatory and legal component)

Little previous experience of the teaching staff in the subject

Topic not prioritized by the center, Dept. of Education (other trendier topics)

Topic with specific needs: Software / Equipment

New and specific materials on the subject

Related to work (apparent mismatch with school)

Start integration with a basic topic that is easy to understand, easy to prepare and applies in various contexts (home, school, work)

Some examples: first aid, overload and effort

Use gamification to reduce complexity and increase the level of interest in and attraction of the topic (among both students and teachers)

Use a (secret) mission approach and work towards the theme

Access free, online training

Focus on Safety and Health (instead of OSH at work)

Focus of the OSH in the global health framework

Take part in projects, connect with experts

Connect OSH with current issues (sustainability, SDG, etc.)

2

Secondary School level teachers

Problems

- Lack of motivation and general fatigue
- Heavy workload and other obligations
- Resistance to using new tools
- Diverse and complex classroom to manage (other priorities)
- The profile of the target (teenager, target with low-risk perception)
- Little autonomy to decide and apply changes and innovations
- The usual subject to be taught (the power of "It's always been done this way")
- The need for coordination with other teachers
- Lack of resources and capabilities (of teachers)



Possible solutions

- Adapt existing materials (from expert organizations and reference institutions in the field) that are available and in open access
- Explore the potential of existing tools or look for freeware solutions
- Look for inspiration in similar experiences and references
- Create and work in small groups of teachers who are motivated by the topic
- Work in a cross-cutting manner (different subjects, different departments)
- Apply a competitive approach (a competitive spirit engages the community)
- Use the topic to make a teaching project, professional promotion project (job application), innovative project, initial teacher training project
- Create experiences that turn into outputs that motivate teachers (publications, books, experience in specialized conferences)

3

Organisation

Problems

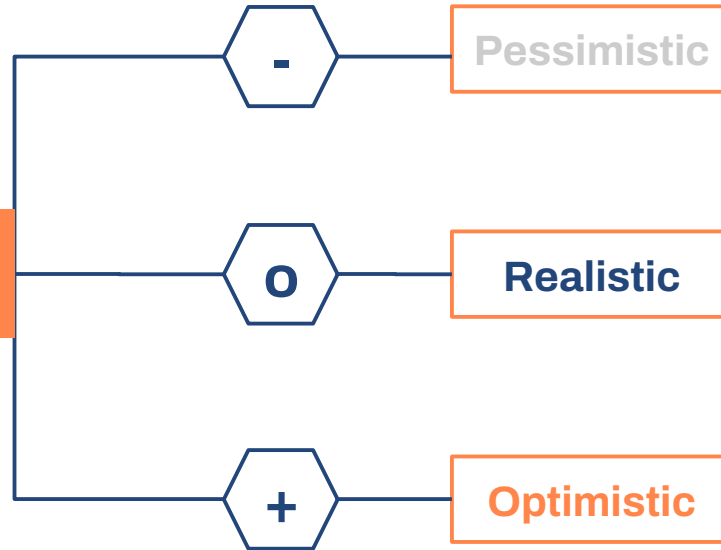
Unpredictability in teaching assignments
The usual teacher workload and responsibilities
Prioritization of center projects
Lack of recognition of innovation in the classroom
Disconnection with the previous cycle (expectation that the subject has been covered in the previous cycle (primary education)
Lack of resources and capacities (of schools)

Possible solutions

Create funding lines and incentives for teachers and schools
Create spaces and give time (teaching duty reduction) to teachers to encourage participation in the initiative
Visualize and reward the activity of the teaching staff and the center by creating a badge (School Mind Safety -Safety Matters)
Create a network of centers or explore existing networks to introduce the OSH theme

Our results

Interpretation



Different positions and main contradictions that act as **insurmountable barriers** for teachers to integrate OSH in subjects and reach students.

With the initiative presented here **we plant a seed** which, if multiple favorable conditions are present, could produce valuable fruits in the future.

The initiative is a conceptual illustration of a **myriad of possibilities** conceived in a **sustainable way** to gradually infuse any school subject with OSH.



04

Recommendations

Takeaways for the future
work of ENETOSH



How can we integrate OSH into education in a sustainable way?



Roadmap

Step by step

- ➊ How to **reach/involve stakeholders** (who are the main stakeholders and how they relate to OSH teaching/training of teachers in secondary school, students aged 12-18)
- ➋ How to raise **awareness** on the importance of teaching OSH?
- ➌ **Motivate** to take action
- ➍ **Train** OSH expertise
- ➎ **(Co)create** materials with teachers and other stakeholders
- ➏ **Validate** materials
- ➐ **Implement** validated materials
- ➑ **Evaluate** the experience
- ➒ **Improve** materials
- ➓ **Share and disseminate** the experience

BEFORE
Networking
&
Motivation

Materials for
teacher training

Materials for
students

AFTER
Validation
Implementation
&
Dissemination



Consensus

Checklist of conditions that **innovative OSH learning activities** should comply with to be valid.

These **conditions** were that the activity is developed in the framework of a subject, the activity is related to safety, the activity involves students and the activity involves teaching staff.



Safety and Health vs. Health promotion

Promoting cycling to school is **promoting health**.

Promoting the use of a helmet or gloves, or having a well-equipped and correctly identifiable bicycle, is **promoting safety and health**.



Diffusion of innovation

Type of innovation decision
Optional
Collective
Authority

Communication channels
Mass media
Interpersonal
Interpersonal

Perceived attributes of innovation
Relative advantage
Compatibility
Complexity
Triability
Observability

Nature of the social system
Norms
Network

Extent of change agents' promotion efforts

Rate of adoption of innovations



“A society grows great when
old men plant trees in whose
shade they shall never sit”

— **Greek PROVERB**





THANKS!

Do you have any questions?

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