



T1: OSH and PH for mainstreaming safety and health into education

Mainstreaming OSH into Education Lessons learned from ENETOSH by Lester Claravall



My name is Lester Claravall, a safety professional with the State of Oklahoma during the past 24 years.

In 2010, I first learned about ENETOSH through this network's impressive compilation of Good Practices gathered from nations from around the world to teach students about workplace safety from kindergarten through 12th grade. I then learned more about ENETOSH in 2012 when NIOSH and the ILO invited me to be a panel speaker at the ILO International Training Center in Turin Italy to take part in discussions with close to 30 countries in a workshop titled "Mainstreaming OSH into Education: Towards a Culture of Prevention."

It was at this event that I first learned about the Whole School Approach and the importance of changing the youth culture to one of injury prevention. I remained active with the ENETOSH Whole School Approach international working group that led me to being a co-facilitator at the ENETOSH breakout session titled "Prevention at an Early Age" at the 2014 World Congress in Frankfurt Germany. Through the interactions made with ENETOSH, a lot of lessons were learned!

Oklahoma's story is unique in that we are a small American state in the heartland of the United States. But sadly, Oklahoma became the center of attention and negative publicity in 2011 when two teenage boys in Kremlin Oklahoma both lost legs and almost their lives in a grain auger accident that devastated an entire community. In efforts to prevent another serious injury like this from ever happening again, more needed to be done to focus efforts on teaching students about workplace safety prior to entering into the workforce.

The process of integrating workplace safety into the schools would not happen overnight. In 2013, shortly after the ENETOSH meeting at the ILO International Training Center in Turin Italy, Oklahoma developed a state partnership with NIOSH to learn from the expert researchers on how to implement a successful safety program into the schools. Through this NIOSH pilot test partnership, Oklahoma was able to test the Youth@Work Talking Safety curriculum and assessment to educate teachers and students on the core competencies of workplace safety before youth enter into the workplace.

The NIOSH study brought together labor officials, NIOSH researchers, education leaders, students, and lawmakers, all working together for the same goal of keeping youth safe on the job. This special team had a goal of making workplace safety training available to all schools so that as students transitioned into their first jobs, they would know about youth worker rights and job safety. The idea of having curriculum policy in place would institutionalize workplace safety into every school and make it sustainable because there would be a law in the books to keep safety efforts ongoing.

In 2015, Oklahoma made national headlines once again, this time positive, when

Editorial

This ENETOSH Newsletter, edition #19, is divided into several blocks, dealing with four different topics of education in safety and health.

Block T1 is: "OSH and PH for mainstreaming safety and health into education", block T2: "New focus in Higher Education", block T3: "MSE and future generations", and block T4: "Update of the ENETOSH Strategy".

Ulrike Bollmann & Claus Dethleff

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the governor signed Oklahoma Senate Bill 262 (SB 262) into law. According to NIOSH, this groundbreaking, historic legislation was the first "mainstreaming OSH into education" law in the nation. SB 262 is a law that now required the state labor department and state education department to collaborate and provide workplace safety training to all students in grades 7 through 12 in every school district. In 2017, Texas followed Oklahoma's lead to become the second state in the nation to pass a similar "mainstreaming OSH into education" law. At the American Public Health Association national meeting, NIOSH announced that a dozen additional states were in discussions about passing a similar law to Oklahoma's SB 262.

Since the passage of SB 262, Oklahoma has continued the discussions between the state labor department and state educa-

tion department. In addition, there are current discussions with the state education department to incorporate a proposed program of excellence certification that would award gold, silver, and bronze status depending on how much workplace safety training is taught in the classroom.

Partnerships are also key in mainstreaming OSH into education. Through a partnership with Career Tech, OSHA, Oklahoma Safety Council, industry leaders, and state labor department, a nationally-recognized video contest for teens called “Speak Out for Workplace Safety” is implemented each year allowing more than 700 teachers to teach workplace safety in the classroom. To date, the state labor department has also facilitated the national award-winning youth employment game called “Paying Attention Pays” to more than 100 schools educating more than 75,000 students on workplace rights and job safety. In addition, more than 200 teachers across the state have been trained on how to teach workplace safety in the classroom.

The success of Oklahoma’s mainstreaming OSH into education efforts has been shared with national organizations across the country. I had the opportunity to

co-present with NIOSH at the Interstate Labor Standards Association, Association of Career and Technical Education, and National Safety Council national conferences. In addition, Oklahoma’s successes have been shared at the MBA Conclave and the American Industrial Hygiene Association national conference where I represented ENETOSH. Ongoing discussions have also taken place with the Bureau of Certified Safety Professionals on some national initiatives to integrate workplace safety into the schools.

Aside from just outreach and presentations with schools, efforts have also been made to partner with the community. I have worked with different trade unions to educate their members on the importance of workplace safety. This has included outreach with the restaurant association, grocers associations, and municipality league. Facilitating presentations to small business groups, employer meetings, civic organizations, professional associations, and chamber of commerce events has been another way of reaching the community and educating them on youth worker rights and job safety. In efforts to reach students at the university level, I have also worked with various colleges and universities to

facilitate presentations to different classes to reach the future business owners, managers, attorneys, HR professionals, and educational leaders. Information has also been disseminated to libraries and at youth fairs to reach parents and students.

Another area that has worked out well has been state/federal partnerships with the USDOL and OSHA to do joint presentations and tradeshow together.

One thing I learned from the ENETOSH session at the 2014 World Congress in Frankfurt Germany was that “safety is everybody’s responsibility.” That means that the World of Work, the World of Education, and the World of Community really do need to work together to keep youth workers safe. Mainstreaming OSH into education through the Whole School Approach and curriculum policy is working very well in the United States, especially in Oklahoma thanks to ENETOSH!

In summary, below, in the box, are some helpful tips, advice, and lessons learned through this journey Oklahoma took to mainstream OSH into education.

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1. Work with teachers and educators who are motivated to teach workplace safety in the schools. From there, build the networks to reach other teachers. Once teachers buy into the importance of workplace safety, work with them on reaching key leaders with the state education department to create change and create curriculum policy.
2. Work with lawmakers to educate them on the importance of workplace safety. Get educators and students involved with the process. It was the educators and students who lobbied the legislature which led the lawmakers in both the house and senate to pass Oklahoma’s ‘Mainstreaming OSH into Education’ SB 262 law. In addition, maintain a rapport with key labor officials. If it wasn’t for the state labor department consulting with the governor, SB 262 would not have been signed into law.
3. Develop partnerships with employers and community advocates. This would include trade unions like the restaurant association, grocers association, and municipal league; state safety council; and federal/state agencies like OSHA, USDOL, state workforce, and Career Tech.
4. Facilitate workplace safety presentations and training sessions with employer groups, colleges/universities, schools, libraries, civic organizations, and professional associations. This community outreach creates more awareness and reaches out to employers, educators, parents, and students.
5. Work with the media to get the word out on workplace safety. This includes working with the local news stations; print media like newspapers and newsletters; and social media like Facebook.
6. Work with national partners to make statewide efforts stronger. For example, if Oklahoma did not develop a partnership with NIOSH to implement the Youth@Work Talking Safety curriculum and assessment, SB 262 would have never happened. In addition, share the successes with national organizations who can help turn state efforts into national efforts.
7. Work with international partners to learn about the best practices in other countries. For example, Oklahoma learned about ‘Mainstreaming OSH into Education’ and the ‘Whole School Approach’ through ENETOSH.
8. Share the successes with other states and other countries. Serve as a consultant and provide helpful information and an overview of the obstacles involved in making curriculum policy work. Let others know that mainstreaming OSH into education is definitely a process that takes time.

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!



Holistic Health Promotion (HHP) in Hungarian schools by Annamária Somhegyi



My name is Annamária Somhegyi, I am a medical doctor specialized in rheumatology, working in Hungary (National Center for Spinal Disorders) for the primary prevention of degenerative diseases of the spine since 1995 and for holistic health promotion in schools since 2003, being the Hungarian national coordinator at Schools for Health in Europe Network Foundation (SHE) since 2018.

Story of HHP

In Hungary medical doctors and other public health actors feel very much important to provide children with effective health promotion in educational institutions. This is why they were very active since the government launched the National Public Health Program in 2001. The plan for Holistic Health Promotion (HHP) in schools was born in 2003. Following parliamentary and governmental decisions, the Ministry of Health in consensus with other competent departments (Ministry of Education, Ministry of Children, Youth and Sport, Ministry of Finance) created the plan for HHP in schools, which – mainly because of a lack of political commitment from the education side – was not implemented until 2010. Since 2010 the government gives appropriate priority to the better health of children and youth, and the highest political commitment is experienced. In 2011 and 2012 the institutionalized implementation of HHP in Hungarian educational institutions became compulsory. Since 2013 more projects from the health, education and sports sectors have given significant professional assistance and motivation to schools to further improve their daily work in health promotion. Efficient intersectoral cooperation was running on the basis of the 'giga-ministry', the

Ministry of Human Capacities, containing eight human sectors (health, education, sport, higher education, youth and family, social integration, culture, church and civil society). Several facilitating factors were provided by the international professional community in the planning of HHP.

Prevention of musculoskeletal disorders for all schoolchildren: important part of DPE

To compensate for a sedentary lifestyle and the resulting harm to the spine and because numerous children suffer from poor posture, Daily Physical Education (DPE), as well as developing and maintaining correct posture from childhood onwards, will prevent degenerative spinal disorders or delay their onset. Developing and maintaining correct posture may work best if special physical exercises are regularly applied from childhood. This is why DPE and, within that, regularly performed special posture correction exercises are needed for all schoolchildren and thus, are part of health promoting criteria of DPE.



With these two goals the Hungarian Spine Society (HSS) launched its prevention programme in 1995: for physical education (PE) teachers, posture correction exercises were presented to be taught to all school children (preferably kindergarten children) as part of the DPE throughout their school years so that they develop and maintain a biomechanically correct posture to prevent degenerative

spinal diseases in adulthood. For many years, targeted posture correction has been part of the regular work of PE teachers – or so the regulations say. In reality, PE teachers need a lot of help from public health actors.

Whole society gains of HHP

The key strategic goal of HHP is to reach a better physical, mental and spiritual health for all school-children. Many sectors co-benefit from an efficient implementation of HHP, the advantages for all sides are obvious:

- Health: primary prevention of most Non-Communicable Diseases (NCD), better physical, mental, spiritual and social well-being and health for all children
- Education: better health for all children = better academic achievements, more effective pedagogic work of teachers, better social inclusion, less drop-out, less aggression
- Work-force: better physical, mental and spiritual health = better work performance
- Sport: better basis for later sportsmen and women
- Higher education: better health, better academic achievements
- Youth and family: better health of children needs much cooperation from parents and families – this means shared tasks
- Social integration: children from poor social background can be reached mostly in the schools; better health = better social integration
- Culture: Promoting the mental health of the children is achieved through the use of art in the school day
- Church and civil society: the churches have schools where health promotion is also compulsory; better health = better school performance.

Continuous cooperation of health and education sector at the Government's level

Between 2012 and 2015 there were 3 huge governmental projects to help the imple-

Essence of HHP

Holistic Health Promotion means a holistic, whole-school approach in which health promotion has to be part of the everyday life of the school. There are four main health-promoting tasks for teachers to do in their daily work – with the participation of the whole school, the parents and the civil society:

- healthy eating – potentially based on local food products;
- daily physical education (DPE) fulfilling health promotion criteria, and other forms of physical activity;
- appropriate pedagogic methods (including the use of art) to enhance mental health;
- improving children's health literacy and health competencies.

mentation of HHP: one for DPE and two other projects producing materials on some health topics mainly for teachers. Now a newer project produced materials on all other health topics and not only for teachers but also for children – using gamification through the modern ICT devices.

The effective implementation of HHP has so many positive effects that it is considered a goal for the „whole of society“ by both health and education administrations. Therefore, in a joint effort the Secretariat of State for Education and the Secretariat of State for Health (Ministry of Human Capacities) issued in March 2016 the „Recommendation for every-day HHP activities of the pedagogues“, listing all those websites where help would be available for them. The HHP Recommendation was mailed to all school leaders and was put on official websites.

In February 2020 an online questionnaire has been created and sent to all schools to ask them on how they can use the HHP Recommendation in their daily work. The results show that teachers and schools use many practical parts but even though they need further help from the health sector.

Needed professional help from the public health actors for schools in the four tasks of HHP

- I. Healthy eating – potentially based on local food products:
Dietitians should go into schools and help them with the children, parents and teachers to work together, so that the children enjoy eating healthy food.

This task may be fulfilled according to the ongoing renewal of general praxis in Hungary, as part of this it is planned to have dieticians being near to schools, also. School-gardening has widespread good effects on health, too.

- II. Daily physical education fulfilling health promotion criteria and other forms of physical activity:

Physiotherapists should go to schools and give help to the teachers of physical education so that they would learn and use posture correcting exercises more effectively. This task may be fulfilled according to the ongoing renewal of general practice in Hungary, as part of this it is planned to have physiotherapists being near to schools, also.

- III. Appropriate pedagogical methods (including also the use of art) to promote mental health:

In this task, the health sector can help find a good motivational tool for teachers to replace their current pedagogical methods with better ones, thus improving mental health and well-being for both their students and themselves. Teachers should give more time to the use of art to promote health.

- IV. Improving health literacy and health competencies of the children:

It is planned to develop a suitable method for measuring the health literacy of Hungarian school children and adolescents for an annual nationwide application: This would be a large set of up to 1000 interesting online

questions on all major health topics, which would be entertaining and educational at the same time.

Helping structures in the education sector

It is important that the new quality management in education and the ongoing overall renewing of the national education system in Hungary are important supporting structures and factors for HHP. For example, all projects in the education sector disseminate the use of appropriate pedagogical methods to promote mental health and well-being.

Summing up

In Hungary, a lot is being done for a healthier and thus better future for children, as this is the basis for a better future for the whole society. Intersectoral cooperation works effectively and teachers need help with their daily health-promoting tasks. To prevent musculoskeletal disorders, physical education teachers have special exercises that can be used in DPE classes for all children.

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For more information see:

- WHO Regional Office for Europe. 2015. Physical Activity Strategy for the WHO European Region 2016-2025. Available on http://www.euro.who.int/_data/assets/pdf_file/0010/282961/65wd09e_PhysicalActivityStrategy_150474.pdf?ua=1
- WHO Regional Office for Europe. 2014. Health 2020: education and early development. Synergy between sectors: Fostering better education and health outcomes. Available on http://www.euro.who.int/_data/assets/pdf_file/0004/257881/H2020-SectoralBrief-Education_11-09-Eng.pdf
- Schools for Health (SHE) website: <https://www.schoolsforhealth.org/about-us/member-countries/hungary>
- https://oshwiki.eu/wiki/Application_of_special_exercises_in_physical_education._The_Hungarian_prevention_programme
- https://oshwiki.eu/wiki/Daily_physical_education_as_part_of_holistic_health_promotion_in_Hungarian_schools

New Members

Johannes Siegrist, Senior Professor
at the Centre for Health and Society,
University Düsseldorf
(individual member)

Germany

<https://www.uniklinik-duesseldorf.de/en/centre-for-health-and-society>

Jolly Back

UK

<https://jollyback.com>

MAAC – Center for Management,
Assessment and Quality

Kosovo

<http://maac.me>

► ENETOSH's 100th member!

S.H.E Masters

Botswana

<https://she-masters.com>

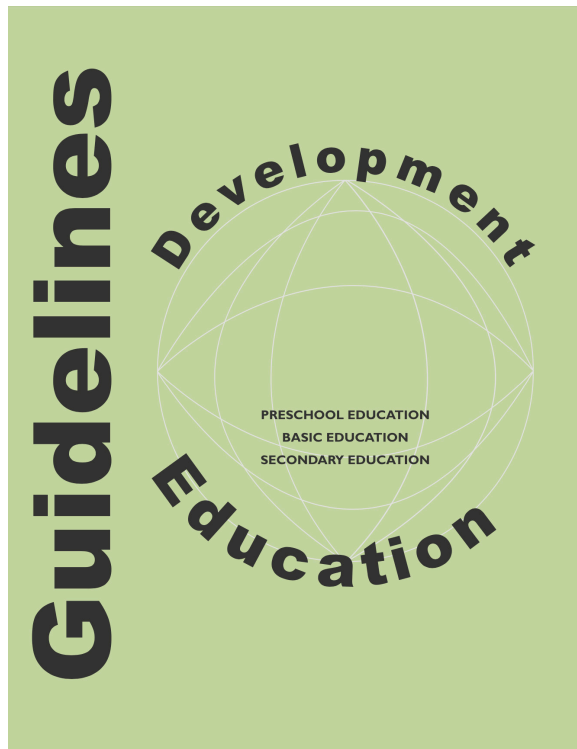
Portuguese Education Guidelines for the World of Work - Preschool Education, Basic Education and Secondary Education

by Ilda Luísa Figueiredo

The Education Guidelines for the World of Work was produced by the Directorate-General for Education (DGE) of the Ministry of Education of Portugal, in collaboration with national partner entities: Authority for Working Conditions (ACT), Office of the International Labour Organization for Portugal (ILO Lisbon), National Agency for Qualification and Vocational Education (ANQEP), Institute for Employment and Vocational Training (IEFP).

The document is part of the set of guiding documents provided in the National Strategy for Citizenship Education aiming to contribute to the achievement of the Students' Profile by the End of Compulsory Schooling, a document that establishes the matrix of principles, values, and competence areas to which the development of the national curriculum must conform.

The Education Guidelines for the World of Work is presented as a guiding document that aims to frame the pedagogical intervention of Education for the World of Work within the scope of the curriculum component of Citizenship and Development, in the context of preschool and compulsory education. The guidelines include knowledge, skills, values, attitudes, and behaviour, focusing on adaptability and the development of competences adjusted to a constantly changing labour market. The themes identified seek to respond to the challenge of a future of work that is more inclusive, sustainable and socially just. The guidelines were launched through an



<https://cidadania.dge.mec.pt/sites/default/files/pdfs/develop-menteducationguidelinespreschooleducationbasiceducation-andsecondaryeducation.pdf>

online public presentation session, held on April 26, 2021, attended by the Assistant Secretary of State for Labour and Vocational Training and the Assistant Secretary of State and Education. Also participating in the session were representatives from DGE, ANQEP, ACT, ILO Lisbon, IEFP, teachers and students, Social Partners, ACTRAV/ILO and ENETOSH.

In the context of compulsory education (primary education and secondary education) and pre-school education, the Education Guidelines for the World of Work can be developed in a transversal way - for example, in the 1st cycle of basic education and in secondary education - or through the subject of Citizenship and Development - in the 2nd and 3rd cycles of basic education or globally, in school projects (compulsory education), through different methodologies adjusted to the age group of students. And also, in preschool education taking into account the curricular guidelines in force for this level of education.

In addition, it contributes to the interconnection and complementarity between formal and non-formal education, constituting an important working tool for other entities and educational stakeholders interested in acting in education for the World of Work.

The Directorate-General for Education, in collaboration with national partner entities and among other initiatives, is organizing in-service teacher training based on the Education Guidelines for the World of Work, to be implemented at the beginning of academic year and is also producing other pedagogical support materials.

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In 2005, I started working on the foundation of ENETOSH. The development of the network was funded by the European Commission from 2005 to 2007. Today, our 13 founding partners from 10 countries have grown to over 100 partners from 39 countries worldwide. At more than 20 international events and during our nearly 30 network meetings, gladly with partners such as EU-OSHA, but also the ILO, we have actively promoted networking between the policy areas of occupational safety and health, public health and education. We have never lost sight of our goal to improve the quality of education by developing a culture of prevention in the education system.

My name is Ulrike Bollmann and I am the founder and president of ENETOSH.



My name is Claus Dethleff, I am the chief editor of the web platform www.enetosh.net

I have been doing this work now almost from the very beginning of the project, until today.

I take care of the contents of this platform for knowledge transfer, which is kind of the window of ENETOSH to the outside world. I prepare and write NEWS articles, member pages, event reports, I am responsible for research for and collection of exam-

ples of good practice in safety and health education, for filling the examples into our database, prepare detailed descriptions of selected GPEs and presenting collections of examples for certain topics.

My work is supported by Ulrike Bollmann and the Editorial Committee of ENETOSH.

T2: New Focus in Higher Education

Integrating the United Nations goal of promoting sustainable work into Higher Education: an exploratory European study by Johannes Siegrist and Ulrike Bollmann



In recent decades, there have been far-reaching changes in work and employment in the context of economic globalisation and the spread of ground-breaking technological advances. While these changes offer new opportunities, they also threaten

the quality of work and employment, especially in the context of the growing climate crisis. These developments are at the heart of the United Nations Sustainable Development Goals. Higher education institutions (HEIs) have an important role to play in addressing these critical developments, as they have traditionally acted as key drivers of social progress, shaping the knowledge, attitudes and skills of future generations of business and social leaders.

I am Johannes Siegrist, Senior Professor at the Centre for Health and Society, Heinrich-Heine-University Düsseldorf, and together with Ulrike Bollmann, DGUV, I conducted a study on the question of whether and to what extent the United Nations Sustainable

Development Goal No 8 on good and sustainable work, is integrated into Higher education institutions (HEIs). The project is accompanied by an international consortium and acts as a [Task Group of the Global Coalition for Safety and Health at Work](#), coordinated by ILO.

Our survey addressed three types of study programs that devote a substantial part of their curricula to the analysis of working and employment conditions, including decent work, namely Occupational Safety and Health, Occupational Medicine and Human Resource Management (HRM).

Between May and July 2021 an online questionnaire was sent out. The Online questionnaire was approved by the Ethics Committee of the Heinrich-Heine-University Düsseldorf, Germany [No. 2021-1438]. The necessary contacts were provided through contacts to professional associations councils, via their databases, and by a systematic website search.

Data were provided by 90 HEIs from 29 European countries. In total 114 study programs were analysed regarding three dimensions: topics, learning objec-

tives and other activities beyond the curricula. A comparative analysis was carried out for the three types of study programs. Learning objectives prioritised by the academic leaders and teachers were evaluated with the help of a qualitative-quantitative content analysis.

The relevance of the topics covered varied between the three study programs; only a few courses were offered in an interdisciplinary perspective or are open to students from other faculties or external partners. Knowledge transfer and critical thinking are more important learning objectives than ethical values and socio-emotional skills. The translation of SDG 8 to the university (as a place for decent work) and beyond is limited but promising and offers some innovative models of good practice.

The results point to the importance and necessity of increased efforts to integrate the SDGs into HEIs in future.

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Topics	Generic learning objectives
<ul style="list-style-type: none"> • Globalisation • Inequality • Digitalisation • Work-related diseases 	<ul style="list-style-type: none"> • Promoting critical and systems-oriented thinking • Strengthening ethical values, attitudes and behaviour • Improving social and emotional competence, including resilience

Competent University Teachers for Digital Learning in OSH by Lucie Kokurková



I am Lucie Kokurková, a university teacher who enjoys collaborative learning in OSH.

The OSHDIGIT project is an immediate reaction to experienced difficulties with OSH teaching during the COVID pandemic. The abrupt stop of traditional classroom education and the necessity to switch to completely digital education proved demanding. OSH related curriculum suffers from the absence of site visits, practical training in companies and in-person interviews with OSH professionals. University teachers face new challenges coming with the digital era in OSH education and training.

The OSHDIGIT project brings together univer-

sity teachers and other educators (Technical University of Ostrava, Czechia; University of Minho, Portugal; Curtin University, Australia; AUVA, Austria; Stant Manufacturing, Czechia; ENETOSH) to gather experiences, develop practical guides, and create new content for digital education in OSH.

The main goal is to enhance the teachers' digital competencies and to enrich the OSH professional community.

There are three outputs to be achieved. First are educational guidelines for teachers to navigate them in the digital environment, protect their health and well-being in digital education and gather good practices and lessons learned from all partners.

The second outcome presents an e-platform for sharing existing OSH e-resources for university-level teaching and training of future OSH professionals and specialists. The cloud-based platform will incorporate various e-resources (webinars, blogs, social networks, Massive Open Online Courses, games, quizzes, videos, documents, etc.)

and will provide guidelines on how to use different e-tools, apps and software to complement existing resources and educational curricula.

The last but not least output is the creation of missing tailor-made OSH content such as interactive videos on current OSH topics, interviews with OSH professionals, workplace simulations, commented onsite visits and safety audits, and much more. All project activities will be accompanied by roundtable discussions, focus groups and training workshops.

The project was launched in June 2021 and will continue for the next two years. We will foster knowledge transfer and share the best practices and innovative approaches in OSH digital learning among international multidisciplinary teams.

You are cordially invited to take part in our activities! If you are so inclined, you could contact me by email or have a look at our website.

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T3: MSD and future Generations

MSDs, sedentary behaviour and future generations by Sarah Copsey



To briefly introduce myself, I am Sarah Copsey, a Project Manager in the Prevention and Research Unit of the European Agency for Safety and Health at Work (EU-OSHA), where I have been working for the last 23 years.

Most musculoskeletal disorders (MSDs) develop slowly over time, with repeated exposures to heavy loads, awkward postures and under- or overuse of muscles being some of the contributory factors. This underlines the need to pay attention to the musculoskeletal health of the young. Ironically, we tell kids to sit still and not fidget... while the message to adults is to move as much as possible!

Concerns about the amount of time spent sitting and musculoskeletal pains among schoolchildren are not new (e.g. BAuA, 2008a)¹. Murphy et al. (2007)² found associations between features of school furniture,

heavy bags (3.4-4.45 kg) and back and neck pain among schoolchildren. One review of studies showing links between sedentary behaviour and health among 5-17 year-olds found the following (Tremblay et al., 2011)³:

- Television (TV) watching was the most common measure of sedentary behaviour.
- There is a relationship between increased sedentary behaviour and unfavourable health outcomes.
- Watching TV for more than 2 hours a day was associated with unfavourable body composition (percentage of body weight that is fat compared with other body tissue), decreased fitness, lower scores for self-esteem and pro-social behaviour, and decreased academic achievement.
- Lowering sedentary time leads to reductions in body mass index.
- The evidence indicates that decreasing any type of sedentary time is associated with decreasing health risks in 5-17 year-olds.
- The evidence suggests that daily TV viewing in excess of 2 hours is associated with reduced physical and psychosocial health.

While a lot of sitting is not the only reason for the upwards trend in childhood obesity, with increasing numbers of children going on to suffer from adult-onset diabetes, it is

certainly a contributory factor.

On the other hand, physical activity has a positive effect on learning and cognition among schoolchildren (Syväoja, 2015⁴; BAuA, 2008⁵), and schools are in a position to provide risk education and promote health and physical activity among pupils.

EU-OSHA (2021)⁶ concludes that:

- More attention needs to be given to the ergonomics of classrooms, including adjustable furniture.
- Education about prolonged sitting and actions to limit it should take place in schools, with children actively participating in deciding how their school can help them be more active.

Body mapping and hazard mapping are one way to involve pupils and students in thinking about MSDs (EU-OSHA, 2020⁷; Napo website⁸):

- asking pupils to mark on a map of the classroom what may cause aches and pains, e.g. chairs, bags;
- asking pupils to mark on a body map where they have aches and pains after a day at school.

Schools therefore have the option to be part of the problem or part of the solution.

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¹ BAuA, 2008. <https://www.baua.de/DE/Angebote/Publikationen/Praxis/A66.pdf?blob=publicationFile&v=2>

² Murphy, S., Buckle, P. and Stubbs, D., 2007. <https://doi.org/10.1016/j.apergo.2006.09.003>

³ Tremblay, M. S., et al., 2011. <https://doi.org/10.1186/1479-5868-8-98>

⁴ Syväoja, H., Active body, active mind – How does physical activity affect learning?, Liikkuva koulu, 2015. Available at: https://liikkuvakoulu.fi/sites/default/files/liikkuvakoulu_activebody_activemind.pdf

⁵ BAuA, 2008. <https://www.baua.de/DE/Angebote/Publikationen/Praxis/A66.pdf?blob=publicationFile&v=2>

⁶ EU-OSHA, 2021. <https://osha.europa.eu/en/publications/summary-prolonged-static-sitting-work-health-effects-and-good-practice-advice/view>

⁷ EU-OSHA, 2020. <https://osha.europa.eu/en/publications/body-and-hazard-mapping-prevention-musculoskeletal-disorders-msds/view>

⁸ Napo website. <https://www.napofilm.net/en/learning-with-napo/napo-for-teachers/be-body-wise-napo-back>

Better schools by promoting musculoskeletal health by Heinz Hundeloh



At the beginning of this short contribution, I would like to introduce myself briefly. My name is Heinz Hundeloh, Head of the Educational Institutions Division of the German Social Accident Insurance (DGUV) until January 2021 and, together with Ulrike Bollmann, one of the authors of a draft report on “Better schools by promoting musculoskeletal health”.

This report is due to be published next year as part of the European Agency for Safety and Health at Work's (EU-OSHA) Healthy Workplaces “Lighten the Load” 2020-22 campaign.

Two questions are at the forefront of this report. Firstly, the question of why occupational safety and health should take preventive action in schools. The second is whether and how prevention of musculoskeletal disorders (MSDs) can be achieved in schools. The first question is answered in the report by stating that there are three reasons for a comprehensive health and safety-related commitment of occupational health and public health in schools:

- The school actors - pupils and teachers - are severely affected by their school work. In addition, children and adoles-

scents have underlying health impairments that also or even only become noticeable in adult and working life. Both facts also apply to the problem of MSD.

- There is a close mutual relationship between health and education. On the one hand, education is very conducive to good health. Thus, schools, but also day-care centers, are indispensable for building health and safety competences. On the other hand, students learn better and teachers teach better when they are healthy and feel good.
- Children and young people can be reached over a longer period of time at school. In addition, school is the central place where systematic learning of adolescents takes place. Both are necessary for children to acquire good quality safety and health behavior and the necessary skills.

The answer to the second question takes up most of the report. However, it is just as clear as the answer to the first question. MSDs during school years and also in later adult and working life could be prevented or their extent reduced if schools succeeded in creating a greater awareness of health promotion and prevention and in making schools more active. This would require the

support of occupational health and safety and public health:

- implement prevention and health promotion with a concept that is close to the school and effective in the long term. Such a concept is available in the form of the “Good Healthy Schools” approach and the approach of the “Schools for Health in Europe (SHE)” network.
- to promote movement, sport and play in schools, as movement and physical activity are excellent ways of maintaining and promoting musculoskeletal health. In schools, this must include both daily physical education and additional physical activity in class and extra-curricular activities. In addition, it is important to give pupils the opportunity to develop physical activity skills. Examples from four European countries show that a more intensive promotion of physical activity in schools is possible in principle.
- to take into account the existing experiences with previous change measures in schools. Above all, it is necessary to build up a corresponding awareness among those responsible in schools and to support them in acquiring the necessary competences through

training, further and in-service training, to make the necessary resources available and to cooperate with the education sector in general and with schools in particular.

- to orientate themselves on the concept of “Moving schools” or the “Active School Concept”. This concept includes different building blocks and covers the whole school life. It has also been tested and evaluated in different countries.

The report ends with the recommendation to OSH to engage in more physical activity as well as better health promotion and prevention in schools in order to ultimately prevent occupational accidents and diseases in a later phase of life. Due to the special nature of the school system, some recommendations for action should be taken into account in this commitment, which are finally named in the report.

Link to EU-OSHs Lighten the Load 2020-22 campaign:

<https://healthy-workplaces.eu/en>

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ENETOSH UK Ambassador Update by Lorna Taylor



As a physiotherapist working with children and educators and founder of Jolly Back, I am delighted to be the newly appointed ambassador for ENETOSH.

I'm especially interested in how we can raise awareness and implement positive OSH interventions in schools, both for children as our “future generation of workers” and for educators themselves.

Developments this year:

- Published two EU-OSHA OSHwiki articles: [“MSDs in children and Young People”](#) & [“MSDs in Teachers and Teaching Assistants”](#).
- Created guidance and free online resources [“Awareness and Prevention of Back Pain and other MSDs in the Early Years Workforce”](#) shared by the Health and Safety Executive and Early Years Alliance.
- Launched new E-Course [“Musculoskeletal Wellbeing for the Early Years Workforce”](#), hosted by EduCare on behalf of the Early Years Alliance. This was completed 1500+ in the first month since launch.
- Research study “Investigating Musculoskeletal Health in the Early Years Workforce” with University of Derby commenced (results due 2022).
- Published OH Today article [“Back to School – MSK Health and Wellbeing for](#)

[Early Years and Primary Teachers”](#).

- Created children’s ergonomics guidance [“Healthy and Happy Home Learning”](#) published by the Chartered Institute of Ergonomics and Human Factors.
- Twice invited to speak on the topic of child and teacher Musculoskeletal Health for [PostureStars Podcast](#).

I enjoy actively working in this area, learning from others and sharing ideas/examples of how we can integrate OSH into education for good, sustainable work today and in the futures.

Let’s keep up the great work of ENETOSH as together we are making a difference!

Lorna Taylor
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T4: Update of the ENETOSH Strategy

Update of the ENETOSH Strategic Framework - Where are we now and what do we strive for? by Vinka Longin Peš



My name is Vinka Longin Peš and I am currently working as the head of the Project Department in Croatian Health Insurance Fund. My professional area is related to legal science and occupational health and safety rights. I am very grateful that I have had the opportunity to participate in the Strategic Working Group of ENETOSH.

Introduction

The strategic planning process enables us to drive our action in the right direction and promote the exchange of useful ideas between people with similar goals.

The Strategic Core Group of ENETOSH worked intensively for two months (during January - March 2021) to update ENETOSH's Strategic Framework and to develop the future direction of ENETOSH's activities.

Approach and process were very interactive, inspiring and interesting and we would like to share the result of that.

Methodology matters

By updating the strategic framework, we define the priorities that are in the focus of our activities in the next period (2021-2025). The strategic framework includes strategic and operational goals set in order to achieve the expected results in the future, which represent:

1. vision - that is, what we strive for and
2. mission - the reason we exist.

We began the process of methodological approach by analyzing and redefining the

vision and mission of ENETOSH in the future period.

We reviewed the policies and values that build the ENETOSH network, identified goals and an action plan that will guide us in our future actions to achieve our vision and realize our mission.

Relevant policies

In the process of discussing further improvements and facing new challenges we were guided by current policies and the requirements of relevant documents such as:

- European Pillar of Social Rights¹
- European Education Area to be achieved by 2025²
- Digital Education Action plan (2021-2027)³
- UN - Education for Sustainable Development Goals: Learning Objectives⁴
- WHO Global Strategy for Women's, Children's and Adolescents Health (2016- 2030)⁵

In line with these documents, education has a huge impact on the wellbeing of individuals and the future of the world. Education has a responsibility to address the challenges and aspirations of the 21st century and to promote the right values and skills that will lead to sustainable and inclusive growth and peaceful coexistence. Lifting quality in education requires coordinated efforts tailored to the challenges of each system.

European Digital Education Plan contains ambitious actions addressing two strategic priorities: promoting the development of a European digital education ecosystem and enhancing digital competences and skills for the digital transformation.

Resilient and future-looking education systems integrate the green transition and sustainability into school, higher education and professional training.

Where are we now?

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).

ENETOSH currently has 101 members from 39 countries worldwide (88 institutions and 13 individuals). The majority of members are institutions from the field of occupational safety and health and universities. Twenty-six ENETOSH Ambassadors represent the interests of ENETOSH in their countries. To date, 233 experts have registered in the Who's Who database. The ENETOSH Good Practice Database currently contains more than 1100 examples from 54 countries.

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.

A shift in thinking about vision and mission

Starting from the features of ENETOSH as a platform for global knowledge transfer and bridge between occupational safety and health and education, aiming at improving the quality of education as a key for developing a culture of prevention, new challenges and further opportunities for improvement were considered and discussed.

At the beginning of the analysis process and the updating of the vision, we were guided by the idea of creating a learning and working environment where people are not only aware of safety and health, but also enjoy being safe and healthy.

After analysing the relevant policy developments affecting the ENETOSH network, including the lessons learned from the pandemic caused by the coronavirus, it was concluded that the statement describing the further direction of the development network's activities should be worded somewhat differently. As result of this process, the following ENETOSH vision was developed: By 2030 safety, health and wellbeing are a natural part of an innovative and sustainable education system.

Considering that the mission is the basis for further implementation of objectives and

¹Available via link: https://ec.europa.eu/info/european-pillar-social-rights_en

²Available via link: https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

³Available via link: https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

⁴Available via link: <https://www.unesco.de/sites/>

default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf

⁵Available via link: <https://www.who.int/life-course/partners/global-strategy/en/>

action plans, and respecting the European Policy Framework and its values, we have defined our mission as follows:

We promote an effective integration of safety, health and wellbeing as an essential part of development of a more connected, inclusive, innovative as well as digitally and green oriented educational system.

Goals guide activities

Considering that the strategic objectives set align the activities and tasks with the expected results in line with ENETOSH's mission, we have worked hard to identify and define them when updating the strategic framework.

In this process, analyses and fruitful discussions were held with the aim of ensuring that the defined strategic objectives cover the entire content of the strategic documents relevant to ENETOSH.

We have tried to ensure that our operational objectives are specific, measurable and actionable, and that they enable the achievement of strategic objectives through a workable execution plan. In line with these requirements, we have defined the indicators/targets and measures.

The final version of the updated ENETOSH strategic framework includes four strategic goals:

1. We take care of the exchange and transfer of knowledge and experience on how to integrate safety, health and wellbeing into the education system.
2. We address policy, research and practice.
3. We promote an effective integration of safety, health and wellbeing as an essential part of the development of sustainable educational institutions.
4. We promote networking in two directions:
 - We encourage and enjoy networking for interaction and communication between our members.
 - We foster networking between our networks and the networks of our external supporters.

The updated action plan, as one of the outcomes of the whole process, identifies concrete steps in realizing initiatives and strategic objectives of ENETOSH: https://www.enetosh.net/webcom/show_article.php/c-217/nr-1/lkm-173/i.html

Concluding remarks

It was an interesting and valuable experience to be part of the working team involved in updating the ENETOSH strategic framework.

We look forward to working together to achieve the strategic goals and we will make every effort to achieve them through pre-set operational goals, which include, among other things:

- connecting a wide range of people and organisations by taking into account the diversity of people and systems,
- addressing policy-makers, and experts in the fields Occupational Safety and Health, Education and Public health,
- researching and conducting projects on specific educational issues,
- providing recommendations for a strategic approach based on a whole-institution approach to integrate safety, health and wellbeing into the respective education system with giving special attention to the green and digital transformation of the education system,
- exporting the ENETOSH model around the world.

We hope that the updated strategic framework of ENETOSH will contribute to further development processes and reflect on better coping with the new challenges that the future period brings.

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STRATEGIC FRAMEWORK 2021-2025

POWERFUL

Feature	Indicators
A platform for global knowledge transfer	More than 100 members from 39 countries; More than 1100 Good Practice Examples from 54 countries; More than 230 experts in the Who is Who; 25 National Ambassadors

UNIQUE

Features	Indicators
A bridge between OSH, PH and education; Multi-focused approach – addressing policy, research and practice	More than 20 cross-over international events

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.

VISION

By 2030 safety, health, and wellbeing are a natural part of an innovative and sustainable education system.



VISIBLE

Features	Indicators
Promotion of the network by each member: internally, internationally; Integration of network information into other projects	www.enetosh.net - Reports - Factsheets - Newsletter



OPEN

Features	Indicators
Low access barrier; Minimal bureaucracy; Collaborative	Diverse membership; Broad range of expertise; Working with different organizations (ILO, EU-OSHA, ISSA)



SUSTAINABLE

Features	Indicators
Live since 2005; Continual growth and evolution	Task force on resilience