



Exchange of good practices in OSH

Healthy Workplaces Campaign Partner event

Brussels, 13-14 June 2022

Strategies for overcoming barriers between OSH and education

Dr. Ulrike Bollmann,
Institute for Work and Health
German Social Accident Insurance (DGUV)
- collaborative work with Dr. h.c. Heinz Hundeloh
13 June 2022, Brussels



- 1. Professional standards in OSH**
- 2. Educational standards**
- 3. Standards challenges**
- 4. Standards and quality of education**
- 5. Standard for implementing physical activity in schools**
- 6. Successful approaches to implement physical activities in schools**

1. The journey of professional standards in OSH



Pam Pryor



Andrew Hale



Ralf Giercke



Reinhard Obermaier

- **Safe Work in the 21st Century, US, 2000**
- **Body of Knowledge (BoK), Australia, 2009**
- **ENSHPO - EUSAFE project, Europe, 2010-12**
- **INSHPO - The Occupational Health and Safety Professional Capability Framework, Global, 2013 – 17**
- **ISHCCO - Qualifications Framework, Global, 2017 - 19**

- Safe Work in the 21st Century, US, 2000: <https://nap.nationalacademies.org/catalog/9835/safe-work-in-the-21st-century-education-and-training-needs>
- Body of Knowledge (BoK), Australia, 2009: <https://www.ohsbok.org.au/>
- ENSHPO - EUSAFE project, Europe, 2010-12: <https://www.euroshm.org/>
- INSHPO - The Occupational Health and Safety Professional Capability Framework, Global, 2013 – 17: https://www.inshpo.org/storage/app/media/docs/INSHPO_2017_Capability_Framework_Final.pdf
- Singapore Accord: <https://www.inshpo.org/singapore-accord/singapore-accord>
- ENETOSH Standard of competence for teachers and trainers in occupational safety and health in Europe, 2007-2010: <https://enetosh.net/enetosh-standard.html>

Overcoming barriers:

- Promoting OSH as a profession
- Comparing and harmonizing the role and education of OSH professionals across countries

New barriers:

- Differentiating between OSH professionals as key advisors and OSH practitioners as skilled implementers
- Having reasons to say, “you’re in and your’re out” by barriers to entry, a license, a certification (ASSE 2018)

2. Qualification frameworks in education

- **European Qualifications Framework (EQF), Europe, 2008-17**
<https://www.cedefop.europa.eu/en/projects/european-qualifications-framework-eqf>
 - **International Standard Classification of Education (ISCED), Global, 2011** UNESCO Institute for Statistics. 2012. International Standard Classification of Education. ISCED 2011. Montreal: UNESCO-UIS, (ISCED 200).
<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
- Australian Qualifications Framework (AQF)
 - New Zealand Qualifications Framework (NZQF)
 - Hong Kong Qualifications Framework (HKQF)
 - African Continental Qualifications Framework (ACQF)



3. Standards challenges

- Increasing complexity, disruptive changes, uncertainty and ambiguity – globally
- Traditional approaches to standardization are no longer sufficient in themselves and require re-thinking
 - focusing on processes rather than outcomes
 - more goals than measures
 - holistic versus instrumentalistic approach
 - less vertically, more horizontally
 - adopting different approaches, involving a wider range of stakeholders
 - relating to the UN-SDGs, especially 8, 3 and 4

(inspired by International Electronic Commission (IEC), Safety in the future, White paper, 2020 <https://www.iec.ch/blog/iec-publishes-white-paper-future-safety>)

4. Standards and quality of education

Standards and quality of education - a problematic relationship

- No equation of standard with quality
- Standards must be achieved - standards cannot reflect the actual learning process
- Qualities are translated into quantities



Paul Swuste

Swuste et al. 2021, Quality assessment of of postgraduate safety education programs, current developments with examples of the (post)graduate safety courses in Europe: <https://trepo.tuni.fi/handle/10024/132848>

Swuste, van Dijk 2018, Evaluation of quality of academic safety, health and environment education, ENETOSH Factsheet No 4: www.enetosh.net

5. Standard for implementing physical activity in schools

Prevention of MSDs by promoting physical activities in schools

- **Cause:**
 - 30% of students complain of MSDs (EU-OSHA 2021)
 - 95% of teachers complain of MSDs (Taylor 2020)
- **Concept:** Life-course approach
- **WHO standard (2013, 2020)**

5- to 17-year-old children and adolescents should:

- engage in a weekly average of at least 60 minutes of moderate- to high-intensity, usually aerobic, exercise per day,
- include intensive aerobic activities and activities that strengthen the muscles and bones at least three days a week,
- limit the time they spend sitting down, especially time they spend in front of screens in their free time.



EU-OSHA 2022

- not even one in five young people in Europe and Canada meets the WHO standard
- since 2014, the values have sunk in around one third of the countries
- around the globe, 81% of adolescents between the ages of 11 and 17 are not physically active to a sufficient degree

WHO Europe, 2020, Spotlight on Adolescent Health and Well-Being. Findings from the 2017/2018 Health Behaviour in School-aged Children (HBSC) Survey in Europe and Canada: <https://apps.who.int/iris/bitstream/handle/10665/332091/9789289055000-eng.pdf>

WHO Europe, 2020, WHO Study Finds Country Differences in Physical Activity, Screen Time and Sleep Habits of Children: <https://www.euro.who.int/en/health-topics/disease-prevention/physical-activity/news/news/2020/12/who-study-finds-country-differences-in-physical-activity,-screen-time-and-sleep-habits-of-children>

Barriers for implementing physical activities in schools

- The school system and each individual school are complex: **No "one size fits all"**
- Change in schools is difficult to achieve: **"Schools change slower than churches"** (Michael Fullan)
- Schools have an **educational mandate**, not a health mandate
- **Lack of a long-term strategic approach** to integrate physical activity into the whole school

EU-OSHA Report, 2022, Better schools by Promoting Musculoskeletal Health. A strategic approach for promoting exercise and preventing MSDs in schools:

<https://osha.europa.eu/en/publications/better-schools-promoting-musculoskeletal-health>



EU-OSHA 2022

6. Successful approaches to overcome the barriers

- Health promotion and prevention become an **integral part of the school development process and culture**
- Physical activity is treated as an **educational rather than a health issue**
- Physical activity is seen as a **prerequisite for better learning and mental health**

➤ **School-based concepts** of health promotion and prevention of MSDs

Appropriate approaches are in place

- **"Good Healthy School"** approach, propagated e.g., by ENETOSH: www.enetosh.net
- The **"Health Promoting School"** approach of the "Schools for Health in Europe" (SHE) network foundation: <https://www.schoolsforhealth.org/>

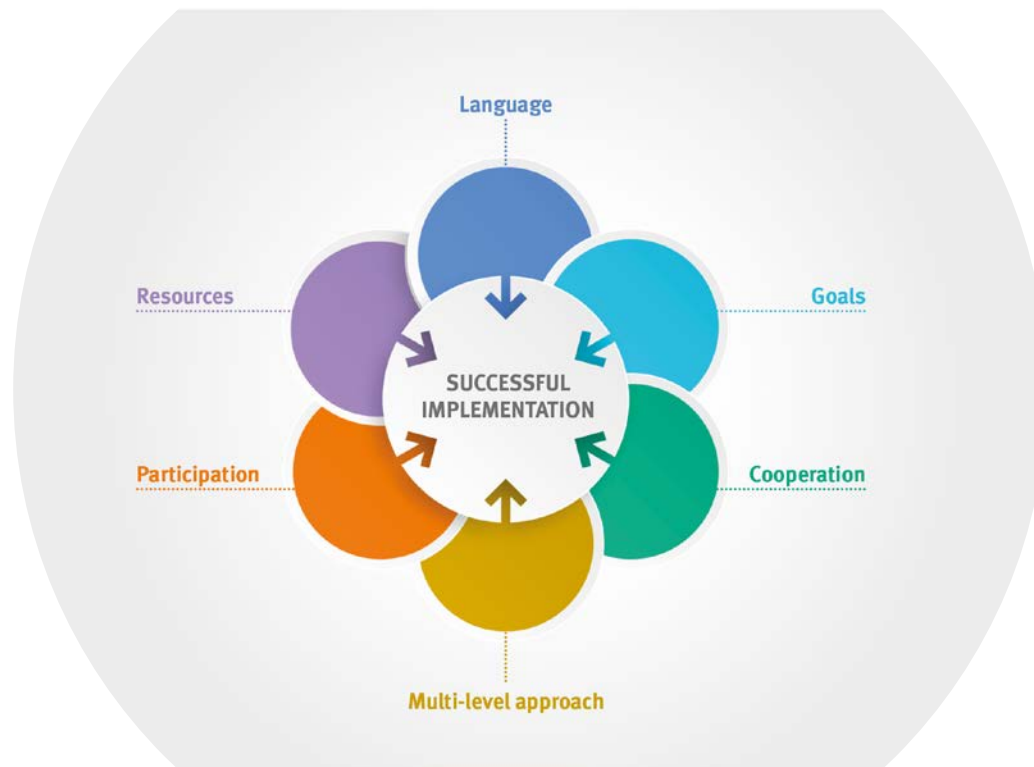


Heinz Hundeloh



Anette Schulz

Six principles to overcome the barriers



EU-OSHA report 2022. Better Schools by Promoting Musculoskeletal Health:
<https://osha.europa.eu/en/publications/better-schools-promoting-musculoskeletal-health>



E|N|E|T|O|S|H

European Network Education and Training
in Occupational Safety and Health



European Agency
for Safety and Health
at Work



DGUV

German Social
Accident Insurance



**Strategies to
promote good
physical health in
education**

June 23, 2022

9:00 – 13:00, Online

Thank you!

Dr. Ulrike Bollmann

Institute for Work and Health
German Social Accident Insurance
Coordinator of ENETOSH

ulrike.bollmann@dguv.de
+49 1624064235

Your questions please ...

