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European Agency for Safety and Health at Work

Occupational safety and health and education: a whole school approach

European Agency for Safety and Health at Work

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Summary

Context and Whole-School Approach definition

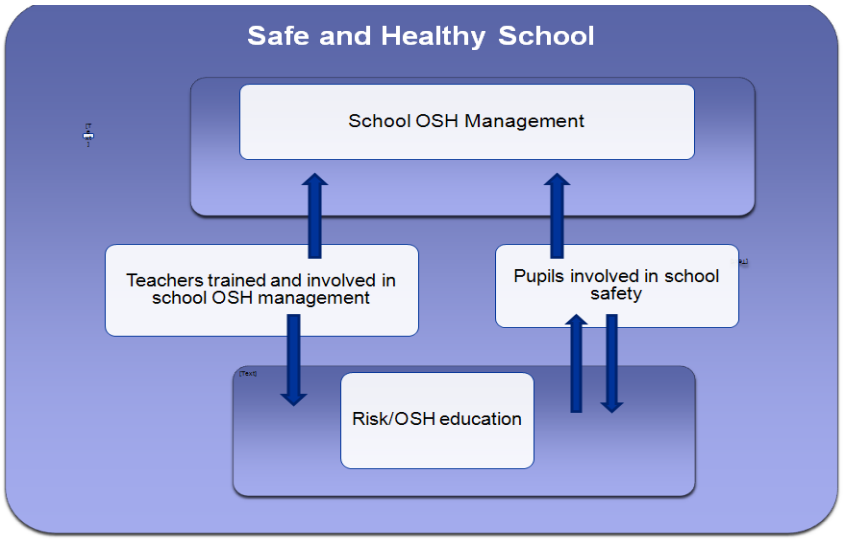
This report deals with the application of the Whole-School Approach to OSH and education. The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social well-being' (WHO, 1948). Education has an essential role to play in enabling the great majority of people to tend towards that state, by preparing new generations for their adult lives. For young children (nursery, infant, primary, secondary), education will address general concepts of health, safety and well-being as well as social aspects. Then, for teenagers and young adults (vocational education, higher education), the focus will be on gradually acquiring social and professional skills promoting the concept of health, safety and well-being at work, and in life in general as an adult and citizen.

This requires work not only on the content of the teaching, but also on the places where the teaching is carried out. The environment in which children and young people are educated should be exemplary. Firstly, educational establishments should be healthy and safe. Pupils and students can then engage in a more comprehensive approach covering not only the facilities and equipment, but also the procedures, the management, and the very culture of the education institution. Pupils should play an active role in the health and safety aspects of their school environment as part of learning and also so that they feel ownership of their environment and how it is managed and feel motivated to play their part in school safety and health. This 'whole-school' approach is described in more depth in this report.

A Whole-School Approach to OSH

- Combines risk education and managing safety and health in schools both for pupils and staff
- Brings together risk education, health education, safety management and the healthy school concept
- Actively involves staff and pupils in school safety management
- Trains and involves teachers in OSH management in their schools, improving their understanding of OSH and developing practical skills, which improves their ability to provide risk education to pupils
- Develops students' understanding of OSH and its importance by example
- Involves pupils in hazard spotting and proposing solutions, developing their skills and giving them ownership over school safety rules
- Integrates risk education and school safety and health throughout the school's activities and the way it functions, to become part of school life. It is not an addition or an extra.

Figure 1: Model of a whole School approach to OSH



A Whole-School Approach to OSH leads to:

- Improved staff and pupil health and safety
- An improved learning environment, which has a positive impact on learning as a whole.

Community Strategy

In Europe, the Community Strategy 2007–2012 for Health and Safety at Work (see http://osha.europa.eu/en/new_eustrategy) reasserts the importance of integrating health and safety education into education and training programmes. This aspect was highlighted by the preceding strategy developed for 2002–2006 that stressed the need to strengthen the prevention culture through education and training.

The strategy for 2007–2012 calls for all levels of training to be reached. In addition, young workers are defined as being a particularly vulnerable category whose needs should be taken into account as a priority. The facts show that accident rates in Europe are high among young workers.

In order to remedy this situation, it is important firstly to improve the working conditions encountered by young people in their working lives. It is also crucial to educate and train young people even before they come onto the job market, so that they can take a prevention culture on board as early as possible. The skills and knowledge acquired in this field will enable them to be stakeholders in occupational risk prevention. This is the approach chosen by the Community Strategy 2007-12, which aims not only to reduce accidents and ill health to young workers but also to help improve the safety culture in workplaces in the longer term.

Structure of the report

The report presents 8 in-depth cases focused on implementing the Whole-School Approach and 21 briefer snapshots, 9 of which concern approaches of the whole-school type, and 12 of which illustrate OSH management tools.

The report includes an analysis and discussion of these various examples. Also discussed is the inclusion of risk education and school safety management in a broader ‘combined’ Whole-School Approach to education and school management which covers, in addition, topics such as health education and promotion, the prevention of violence and bullying to staff and pupils, and sustainable development and environmental issues.

Success factors

- Involvement and participation of staff and trade unions
- Involvement of pupils/students in hazard identification and solution proposals - improving their education and their compliance with safety school rules
- Creation of consultative forums for pupils/students, parents and staff
- Commitment of school management staff
- Motivation of staff/head of school/pupils
- Staff training and development of teachers’ OSH education skills
- Partnerships and networking
- Existence of external support (national regulations or programmes, actions taken by local authorities, etc.) and/or funding
- Legal framework/statutory requirements (e.g. for risk education, pupil involvement in school safety management)
- Simple, practical tools and support, taking account of school’s many obligations and commitments
- Specific actions tailored to the type of school, ages of children and the context/environment that it operates in

- Being sensitive to the demands placed on schools and taking account of synergies between different teaching and school management areas.

Innovative features

- Career advice for pupils to facilitate future social integration
- Use of pupils' ideas for redesigning schools
- Double certification for schools: environmental and OSH management systems
- Training of teachers as certification auditors
- Creation of e-learning resources and serious games for staff and student training
- Staff training and staff support
- Using school's OSH responsibilities as a means of supporting and promoting risk education at the same time
- OSH champions, peripatetic OSH teachers
- Companies promoting risk education and school/building safety.

Problems faced

- Lack of time: a heavy curriculum (therefore, it is important to introduce health and safety as a transversal topic and use active education)
- Lack of interest of the school's management staff, other staff, pupils/students, or the public
- Insufficient parent involvement
- Difficulties when no national regulation exists
- Schools may lack effective management systems
- Economic factors that have an impact on available resources, or school located in an area that faces particular economic and social difficulties
- Time lags between intervention and outcomes.

Overall conclusions

The cases show how **risk education and safety management can be combined in practice**. Doing so helps pupils and students develop their knowledge and abilities on hazard identification and risk control more effectively. It also develops their skills regarding responsibility and participation in general.

For schools, having pupils and students involved in risk management of their own environment **helps them comply with their duties** regarding OSH management, be it within the school as a whole, or on specific risks such as violence to staff.

Training and involving teachers in occupational safety and health in schools helps to give them the knowledge and confidence to teach risk education to pupils.

Leadership from the head, showing commitment to a safe and healthy school environment, is important both for teachers and pupils. On the contrary, if risk education takes place within a crumbling school or a bullying atmosphere for staff or pupils, then lessons will not be transferred out of the classroom, and a safety culture will not be developed in the next generation of workers.

Sometimes a **stepwise approach** is best and **interventions must be tailored** to the context of the school. Experiences gained from tackling one issue, such as violence to staff or other pupils by pupils, can be transferred to broader projects.

External support in terms of programmes, resources and guidance is important to help schools that wish to get started. **OSH authorities can use their activities to support the implementation of occupational safety and health legislation in schools as an effective means to promote risk education in schools.**

As in all areas of OSH, **success is most likely where staff, head teachers and, in this instance, pupils and parents are involved** in developing and implementing solutions. Positive attitudes and experiences towards participation and engagement in OSH, a key component of a good safety culture, can be developed in schools through actively involving pupils in appropriate ways in safety management in their schools, as is required in Sweden, for example.

The use of **health and safety champions in schools or peripatetic OSH teachers** can be an effective way to develop expertise and stimulate activity.

Schools have many demands placed upon them. Therefore, **synergies which help schools to achieve more than one objective at the same time are especially important**. This is the case if risk education is combined with school safety management, or in situations in which both are also integrated into the school's health programme and health education. Furthermore, **synergies can go beyond the school gate,** as can be seen in interventions that bring pupils and drivers together to tackle the issue of violence in school buses.

The whole-school **healthy schools programme presents a proper framework in which to include risk education and create safe and healthy schools** as required by OSH legislation. The prevention of **bullying and harassment** is a particular area of overlap between mental health promotion and OSH in schools and is also one which requires a Whole-School Approach covering the dignity and respect of staff and pupils. There is a lot of scope for combining health, safety and well-being at school with **sustainable development/environmental issues** and their education in schools, where a Whole-School Approach is also advocated.

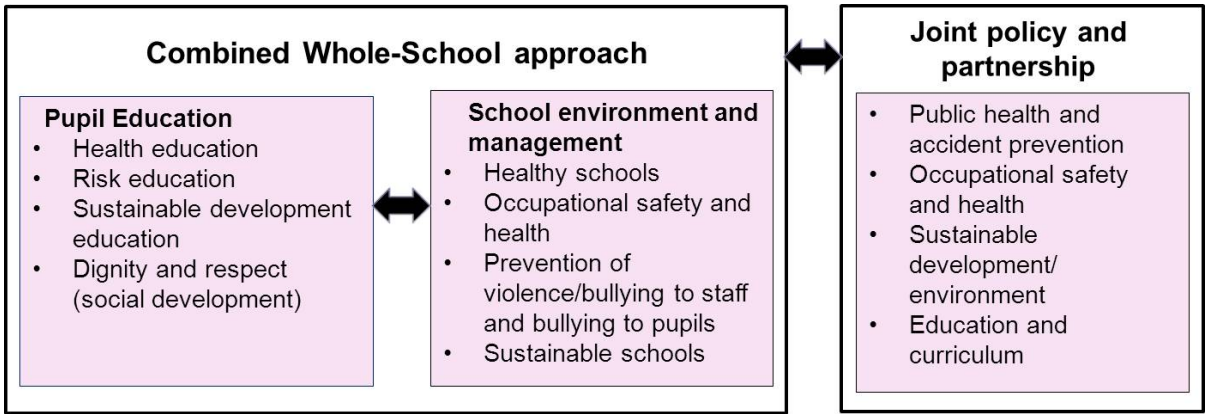
Therefore, the Whole-School Approach should be a means of uniting the various fields of interest encountered in this report: occupational safety and health, public health and accident prevention, and sustainable development. This **'combined' Whole-School Approach** - a holistic and transversal approach - seems to be well suited to handle the complexity and interdependency of the various issues to be taken into account. Synergies can be used to save time and resources as well as to educate about the interactivity in the world and the need for joined-up approaches.

To achieve such a 'combined' Whole-School Approach requires close **cooperation and working between OSH, these other policy areas and education policy** in order to develop joined-up approaches that will be appropriate for schools and practical for them to implement.

Tools are needed to help schools to implement an integrated approach, not only tools combining risk education and OSH management, but tools which guide them in implementing a 'combined' Whole-School Approach.

Lastly, this is an emerging field, therefore the **continued exchange and sharing of practices**, including at the local level, is very important. Networking at local level can be essential to provide support as well as information and ideas.

Figure 2: Model of a 'combined' Whole-School Approach



1. Introduction

1.1. Background

Why educate for health, safety and well-being?

The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social well-being' (WHO, 1948). Education has an essential role to play in enabling the great majority of people to tend towards that state, by preparing new generations for their adult lives. For young children (nursery, infant, primary, secondary), the education will address general concepts of health, safety and well-being as well as social aspects. Then, for teenagers and young adults (vocational education, higher education), the focus will be on gradually acquiring social and professional skills promoting the concept of health, safety and well-being at work, and in life in general as an adult and a citizen.

This requires work not only on the content of the teaching, but also on the places where the teaching is carried out. The environment in which children and young people are educated should be exemplary. Firstly, educational establishments should be healthy and safe. Pupils and students can then engage in a more comprehensive approach covering not only the facilities and equipment, but also the procedures, the management, and the very culture of the education institution. Pupils should play an active role in the health and safety aspects of their school environment as part of learning and also so that they feel ownership of their environment and how it is managed and feel motivated to play their part in school safety and health. This 'whole-school' approach is described in more depth in this report.

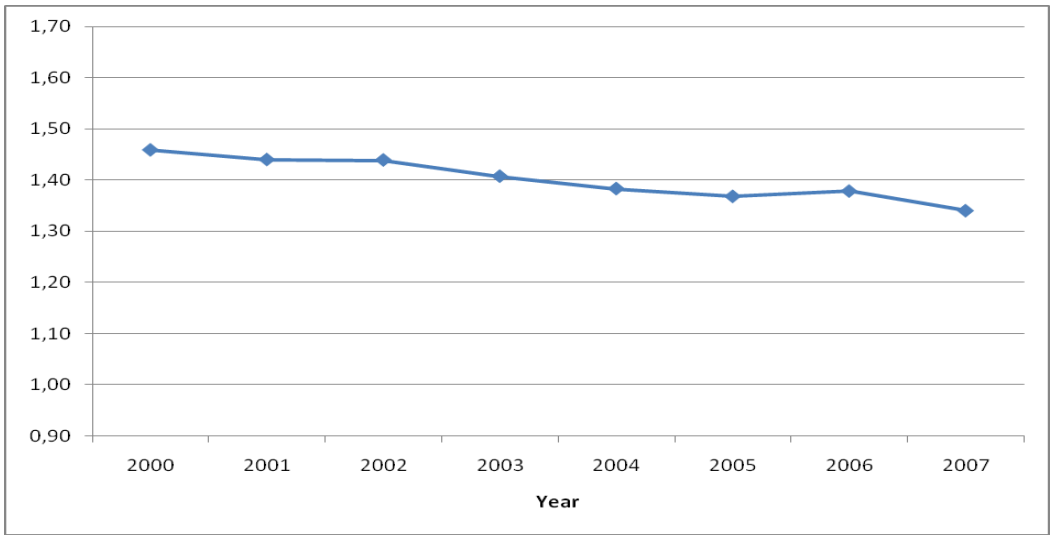
Community Strategy

In Europe, the Community Strategy 2007–2012 for Health and Safety at Work (see http://osha.europa.eu/en/new_eustrategy) reasserts the importance of integrating health and safety education into education and training programmes. This aspect was highlighted by the preceding strategy developed for 2002–2006 that stressed the need to strengthen the prevention culture through education and training.

The strategy for 2007–2012 calls for all levels of training to be reached.

In addition, young workers are defined as being a particularly vulnerable category whose needs should be taken into account as a priority. The statistics show that accident rates in Europe are high among young workers (see Figure 3). Possible reasons for higher occupational accident rates and health problems include young workers' lack of experience, their physical and psychological immaturity and lack of awareness of health and safety issues, and the failure of employers to allow for these factors by providing appropriate training, supervision and safeguards, and by placing young people in work situations that are appropriate to them (OSHA, 2007). A WHO report (WHO, 2005) highlights that 'Young workers face the same workplace hazards as adult workers, but are less experienced and aware of risks, less apt to ask for and comply with safety regulations, and less likely to receive technical training'. More recently, emphasis has again been placed by the WHO Executive Board on risks at work encountered by young people (WHO, 2011).

Figure 3: Ratio of Standardised Incidence Rate (SIR) of workers aged 18–24 to SIR of the total EU-15 active population



Source: EUROSTAT

In order to remedy this situation, it is important firstly to improve the working conditions encountered by young people in their working lives. It is also crucial to educate and train young people even before they come onto the job market, so that they can take a prevention culture on board as early as possible. The skills and knowledge acquired in this field will enable them to be stakeholders in occupational risk prevention. This is the approach chosen by the Community Strategy 2007-12, which aims not only at reducing accidents and ill health to young workers but also at helping to improve the safety culture in workplaces in the longer term.

The key to risk education in school is that young people not only acquire knowledge, but also develop, through active learning, skills and abilities to spot hazards and propose solutions and the positive attitudes and behaviours required for a good safety culture. This learning will be more effective if the pupils' own learning environment is used as part of their risk education and if it represents a positive 'role model' in terms of good OSH management.

History of actions by EU-OSHA

On the theme of mainstreaming OSH into education, in 2002 EU-OSHA organised a seminar entitled 'Learning about occupational safety and health' under the Spanish presidency of the European Union, in cooperation with the European Commission (OSHA, 2002). A working group on integrating occupational safety and health (OSH) then continued with the work as from 2003. EU-OSHA produced various reports on the topic of 'education and health/safety at work'. The report entitled 'Mainstreaming OSH into education', published in 2004, distinguished between three possible approaches (EU-OSHA, 2004). The 'curriculum' approach integrates health/safety at work into the curriculum, in cross-cutting manner: all subjects can serve as vehicles for OSH teaching. The 'workplace' approach is concerned more particularly with young people starting out on their working lives. Finally, the 'holistic' approach takes account of the physical and mental well-being of pupils and students. It is also aimed at teachers and support staff of teaching establishments. The Whole-School Approach is a development of the 'holistic' approach. The report entitled 'OSH in the school curriculum: requirements and activities in the EU Member States' (EU-OSHA, 2009a) looks in detail at member state activities to include risk education in their national curriculums. The 'Workplace' approach is explored further in 'Preventing risks to young workers: policy, programmes and workplace practices' (EU-OSHA, 2009b).

In 2010, the report entitled 'Mainstreaming OSH into university education' supplemented the preceding publications with a focus on higher education and its specificities as regards OSH (EU-OSHA, 2010).

In order to update and build on the findings of the 2004 report on "Mainstreaming OSH into education", EU-OSHA produced this report that illustrates more particularly the development of the 'holistic', the so-called 'Whole-School Approach'. It is explored through eight cases and eight snapshots that are presented further on in the report.

From holistic approaches to the Whole-School Approach

Since 2002, genuine change has been achieved in the strategies implemented in the teaching establishments of the Member States with a view to improving health education and developing a prevention culture at the youngest possible age.

Holistic approaches have gradually taken over from a superimposition of knowledge and of individual initiatives and methods as regards education and prevention.

The recent concept of Whole-School Approach is an even stronger uniting force: it brings together, at the schools, management of the education community and its partnership relations with parents, local authorities, and institutional stakeholders. This approach aims to provide education and training in a context that guarantees health and well-being for pupils both at the school and in the way the school prepares them for their lives in society and in the working world.

The Whole-School Approach requires that the school manage the health and safety of staff and pupils to create a healthy learning environment. Pupils are given the opportunity to learn in an environment with a safety culture that they are part of. Their risk education and skills development includes taking an active role in the school safety management, for example, through hazard spotting and discussing how to make problems found safer. Teachers are also actively involved in their own occupational safety, which also helps to increase their understanding of OSH, which in turn improves their ability to deliver risk education to pupils.

Within the Whole-School Approach, OSH is complemented by public health concepts and methods. In Europe, the Second Programme of Community Action in the Field of Health 2008–2013 calls for 'Actions on health key factors such as nutrition and physical activity, drug consumption, sexual health, focusing on key settings such as education and the workplace' (2nd objective: 'Promote health and reduce health inequalities'). The previous EU-OSHA report on 'OSH in the school curriculum' (2009a) discussed the relationship between health promotion and mainstreaming OSH into education (see 'Introduction – Health promotion and safe learning environments – part of a global mainstreaming approach').

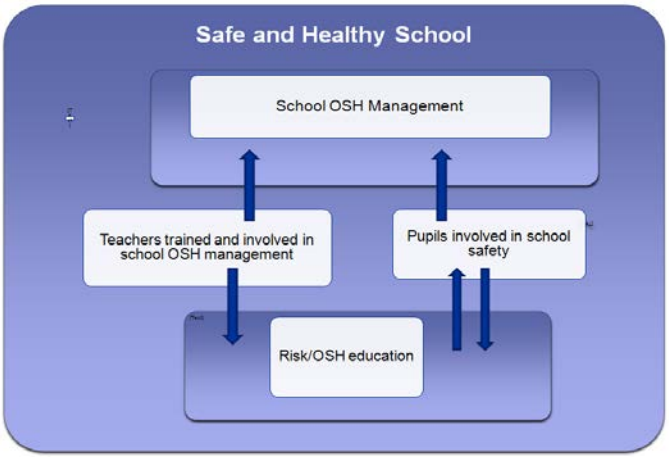
A Whole-School Approach to OSH:

- Combines risk education and managing safety and health in schools both for pupils and staff
- Brings together risk education, health education, safety management and the healthy school concept
- Actively involves staff and pupils in school safety management
- Trains and involves teachers in OSH management in their schools, improving their understanding of OSH and developing practical skills, which improves their ability to provide risk education to pupils
- Develops students' understanding of OSH and its importance by example
- Involves pupils in hazard spotting and proposing solutions, developing their skills and giving them ownership over school safety rules
- Integrates risk education and school safety and health throughout the school's activities and the way it functions, to become part of school life. It is not an addition or an extra.

A Whole-School Approach to OSH leads to:

- Improved staff and pupil health and safety
- An improved learning environment, which has a positive impact on learning as a whole.

Figure 4: Model of a whole School approach to OSH



1.2 Aims, targets, scope, structure

Aims

The objectives of this report are:

- To present descriptions of cases and examples Whole-School Approach
- To present examples of a Whole-School Approach to managing violence and bullying
- To present some additional examples of OSH management in schools
- To analyse the cases and the snapshots, and to identify good practices as well as success factors and transferability factors
- To discuss the links between the Whole-School Approach for health, safety and well-being and other areas such as education for sustainable development.

Targets

This report is intended for the following stakeholders:

- OSH community: all those with an interest in promoting risk education and safety management in schools
- Education community: school head teachers, teachers, and parent-teacher associations, education departments in Local authorities, curriculum authorities
- Health education and child safety community: all those with an interest in promoting healthy schools
- Decision-makers developing and implementing education policies
- Institutional partners

Scope

This report covers all education levels, from nursery and infant level to higher education.

Structure

The report presents 8 in-depth cases focused on implementing the Whole-School Approach and 21 briefer snapshots, 9 of which concern approaches of the whole-school type, and 12 of which illustrate OSH management tools. The report then proposes an analysis of these various cases and snapshots, highlighting good practices, difficulties encountered, success factors, and transferability factors.

2. Overview of Whole-School Approach cases

Case 1: Safety and environmental awareness for all at htl Donaustadt, Austria

htl Donaustadt is a secondary technical and vocational school in Vienna. Students prepare for entrance to engineering studies or for work in technical and engineering professions. Besides everyday lessons and vocational training, htl Donaustadt puts a great deal of effort into additional qualifications of the students such as safety, health and environmental awareness. htl Donaustadt has successfully implemented a combined safety and health and environmental management system which embraces working and learning conditions of teachers and students. It became the first certified school in Austria. Students can participate in the management processes and get practical experience in risk assessment and risk management. The school offers courses for additional qualifications, for example to become a safety and health representative. Safety awareness is considered as a core qualification for the students who will not only profit personally but also act as multipliers in companies.

Case 2: Overall health and safety education in Základní škola Zárubova v Praze 12, Czech Republic

The school 'Základní škola Zárubova v Praze 12' has developed a global approach dealing with pupils' and teachers' health and safety at school. This approach is transversal and relies on various types of actions: integration of health and safety-related lessons into several courses throughout the curriculum, organisation of events and projects, and partnerships with associations. It encompasses wider topics such as pupils' citizenship, solidarity, self-knowledge, future professional and social integration, as well as environmental protection. The school code of conduct, which focuses on relationships between pupils, includes rules about safety and protection, as well as environment-friendly attitudes and healthy lifestyles. The global approach has raised awareness of pupils regarding health, safety, well-being and the environment and resulted in pupils being more cooperative and aware of the necessity to respect the school's rules. This has positive consequences for the teachers' work and has led to risk and accident reduction at school. Improvements to the school environment have been made for the benefit of teachers and pupils.

Case 3: Sustainable development programme and certification – a Whole-School Approach for improving schools' environmental issues and occupational safety and health, Finland

In Finland, all schools and educational establishments are required to install a sustainable development (SD) action programme. Such a programme can be seen as a framework for developing targets for ecological, economic, social, and cultural sustainability, and needs to be developed in cooperation between teachers, other staff members, students, and school management. Aspects related to occupational safety and health, well-being, and prevention of bullying and exclusion can, as part of the social sustainability component, be included in an SD programme as well. The central themes are integrated into the teaching and learning environment and the school culture. A national SD certification system has been elaborated by several partners, and is now maintained by the OKKA Foundation for Teaching, Education, and Personal Development. The programme and certification system contains criteria, self-evaluation tools, and an auditor network to help educational establishments in the planning of SD programmes.

Case 4: 'Healthy Schools' WECF Pilot Project, Greece/Bulgaria

A 'Healthy Schools' Pilot Project was run by WECF (Women in Europe for a Common Future) within a European Commission Programme. The project implied an extensive partnership in Bulgaria and Greece: environmental NGOs and four schools. The project addressed schools, teachers and students. Project activities are closely related to the WHO Children's Health and Environment Action Plan for Europe (CEHAPE). The projects run by the two Greek schools addressed school-related OSH issues (noise, accident risks, fire protection, preventive measures, etc.); for example, the 'Health and safety at school' project (Fryganiotis Private School). Interactive working methods were used and a report was issued at the end of the project. The students were encouraged and trained to identify

school OSH-related risks and to suggest their own improvement solutions. They shared the OSH knowledge and experience with colleagues from similar schools. Following these projects, OSH training was included within these schools' curriculum and this approach was strongly promoted to other educational units.

Case 5: Health and Safety Authority (HSA) Whole-School Approach, Ireland

As part of a wider strategy to promote health and safety in the education sector, this case study outlines some of the programmes which have been implemented by the Health and Safety Authority across the education sector in its entirety. The HSA's programme of work in the education sector is embedded in its national OSH strategy. Its integrated approach combines the promotion risk education, including through the provision of innovative resources and activities, with a programme to support and encourage schools to improve their OSH management. HSA has developed OSH management e-learning for teachers which also helps to develop their skills to provide risk education.

Case 6: Preventive practice at secondary school, Lithuania

In order to make the school safer and healthier, Vilnius Pilaites Secondary School is combining various preventive methods against offences, use of alcohol, tobacco and drugs, violence against peers and teachers, delinquency, etc. and social help for children. A special team for preventive work at school (the School Team for Preventive Work) has been established in order to consolidate efforts of all stakeholders involved in this work. Achievements have included: more motivated and peaceful and less aggressive pupils, a safer environment for all pupils and a safer working environment for school staff.

Case 7: Källby Gård, a secure and safe school, Sweden

In order to create a secure and safe school environment, in line with the Swedish Work Environment Authority Act (1978), Källby Gård, a Swedish primary school, developed a programme to promote pupils' safety and security in both the physical and psychosocial environment. Through actively working with the school's environment and by including staff, pupils and parents in the programme, the school has succeeded in creating a good teaching environment that pupils experience as safe and secure, which creates the best conditions for the pupils' learning and development. Pupils' education contributes to school safety as they are involved in hazard spotting and looking for solutions. The Swedish system includes pupil safety representatives and involvement in the safety committee. Since its implementation in 1996 the programme has resulted in a significant reduction of incidents and accidents and 90% of pupils feel safe and secure in their school environment.

Case 8: A Whole-School Approach to a healthy school, United Kingdom

Bourne Community College, through the partnership approach recommended as part of the National Healthy Schools' Programme, improved its status and educational outputs. It focused on one element of the programme: 'staff professional development needs'. The college achieved results across all levels by engaging all stakeholders, providing support to staff, improving on the learning process, transferring the message to the community, improving on the school environment and developing the students. A senior leadership team led the process and a working group involved pupils, parents and carers, teachers and governors. Extensive consultation was used to assess the problems and needs.

3. Main Case Descriptions – Whole-School Approach

3.1. Case 1: Safety and environmental awareness for all at htl Donaustadt, Austria

Organisations involved

- htl Donaustadt
- AUVA (Austrian Social Insurance Body for Occupational Risks)

Description of the case

Key points

- htl Donaustadt has successfully implemented a combined safety and health and environmental management system which embraces working and learning conditions of teachers and students. It became the first certified school in Austria.
- Students can participate in the management processes and get practical experience in risk assessment and risk management.
- The school offers courses for additional qualifications, for example to become a safety and health representative.
- Safety awareness is considered as a core qualification for the students who will not only profit personally but also act as multipliers in companies.

Introduction

Metalwork, plastic processing, welding, soldering and planning of electrical installations – there is a lot to learn and a lot of work to do for around 1,300 students at htl Donaustadt in the 22nd district of Vienna. It takes five years of education in 45 workshops, laboratories and computer-equipped classrooms before the students finish their secondary education. They not only get their school leaving qualifications (Matura) which enable them to enter university; they also become skilled workers, for example in informatics, software engineering or electrical engineering.

This concept of double qualification is typical for the so-called ‘higher technical education’ in Austria. The education is not only popular with the young pupils, but ‘students who finish the higher technical education are demanded by companies and have good chances of rising to middle management’, according to Christine Moravec, the head of school. ‘And in middle management they will be valuable multipliers for safety, health and sustainability in the company.’ This is the reason why the teachers at htl Donaustadt concentrate not only on the mainstream curriculum but also put a lot of effort into developing additional qualifications of the students; for example ‘soft skills’ and safety, health and environmental awareness.

The idea of safety and sustainability includes many areas of activity: the class schedules of the students, safety and health management and environmental management. And the school officials try to connect these different areas as closely as possible. This was the case during the implementation of a SGM safety and health management system by AUVA through which it became the first certified school in Austria.

Aims

The implementation, certification and later recertification of the SGM safety and health management system:

- contributes to create a safer school environment with better working and learning conditions for teachers and students;

- helps to handle safety and health issues among both staff and students systematically with the obligation to make the improvements permanent;
- gives students the opportunity to gain practical experience in safety and health management; and
- completes the awareness-raising and management activities which have become standard at htl Donaustadt.

Action

What was done, and how

The starting point of the activities at htl Donaustadt was the implementation in 2001 of an environmental management system in accordance with ISO 14001. Core fields of activity from the very beginning were management of hazardous waste and electronic scrap from the workshops, reduction of waste in the classrooms and cutting down the consumption of energy and water. By now the school has also been certified in accordance with EMAS (eco-management and audit scheme) of the Austrian Ministry for Environment, Agriculture and Forestry.

The environmental management also includes the students: in collaboration with the teachers they are periodically invited to carry out the environmental risk assessment with the help of the failure modes and effects analysis (FMEA). This also includes proposing actions and prioritising them from the most to the least urgent. By doing this, students gain a practical insight into environmental management.

These experiences are also part of the educational timetables. The students can gain additional qualifications as environmental representatives or waste commissioners, and are given lessons on the environment and economics (Umweltökonomie). These lessons are elective for regular students and compulsory for those who are undergoing higher technical education through evening classes as part of on-the-job training.

In only four years the new environmental management helped to reduce the waste per capita at the school by around 27%, the energy consumption p.c. by 25% and the water consumption p.c. by no less than 40%. New guidelines for ecological standards in procurement have been introduced. And the new courses have become very popular with the students, even for those who have done them as electives in their spare time.

Convinced by this positive experience, the school officials decided in 2005 to transpose the action to the field of safety and health in school. The OSH management should likewise address both teachers and students. The processes were implemented in steps by a team of officials, teachers, students and safety experts, using the SGM safety and health management of AUVA, the Austrian Social Insurance Body for Occupational Risks. The OSH management system can be combined easily with the existing management system and covers the school as a workplace as well as an educational facility.

htl Donaustadt as a workplace is responsible for a continuous improvement of safety, health and well-being of its employees and students. The intensive cooperation with prevention experts such as occupational physicians and safety representatives leads to the identification of potential for improvements. Thus appropriate measures can be taken. Following the analyses of possible accidents and opportunities for prevention, the priority focus became prevention in the workshops.

htl Donaustadt as an educational facility increasingly offers the practice of risk management and also lessons on product safety, safety at work and health management to the students. The education has been integrated into the schedules in the same way as the lessons on environmental management. Students therefore gain comprehensive knowledge on the integration of occupational safety and health in all work processes and activities as well as in the supply of work equipment and in the design of workplaces, which can give them an additional qualification as ‘Sicherheitsvertrauensperson’ (safety and health representative).

Teachers, students and safety experts have participated for example in training courses on the subject of skin protection, personal protection equipment, CE labelling, machine safety regulations

and ergonomics. Nutrition advice, fitness-check, first aid and drugs prevention are also part of the education programme.

The most recent activity of the school is participation in the AdRisk programme, the European action on risk training for adolescents between 15 and 24 years. AdRisk and the Austrian partner KfV (Austrian Road Safety Board) provide additional information and tools for mainstreaming general safety awareness in order to reduce the number of severe accidents in which young people are involved.

Outputs

The safety lessons and the qualification as safety and health representative have become a great success: more than 150 students gain the additional qualification every year.

With the help of the students numerous practical improvements have already been realised in the working environment of htl Donaustadt:

- New ergonomic desks have been bought for the regular classrooms. They are equipped for working with laptops and are adjustable in height. The desktops have hinges and are variable in angle.
- Printers have been banned from the computer workshops and put in central places in order to improve the indoor air quality and reduce noise in the classrooms.
- The computer workshops have been ergonomically assessed and redesigned. New monitors and a new desk layout help to avoid musculoskeletal and eye strain.

Activities in 2009 and 2010 focused on machine safety in the workshops. It is not an easy task for the school, which is at the same time a company with some 1,500 young workers. The safety standards of the new Machines Directive have to be fulfilled. But the school officials are optimistic that the goals will be met in time.

What was achieved

For its environmental management and policy, htl Donaustadt has been named an Eco-Profit business several times since 2000. In 2010 it won the Umweltpreis (environmental award) of the City of Vienna for the first time.

The number of accidents has remained at a very low level for many years. The goal of zero notifiable accidents in the school's workshops was attained for the first time in 2009.

One of the school safety representatives speaks of the feeling of success when seeing how their work results in improvements in everyday life in the school and in students' awareness of risks. She gives the example of an end-of-year party where an external contractor was used to set up the stage. The students inspected the stage and discovered several unsafe conditions, including trip hazards caused by the cabling on the stage. They immediately informed the safety and health representatives and also identified improvement measures to eliminate the risk.

Problems faced

The school's head teacher reports that the main problem has been a lack of time to carry out all desired activities: 'Safety has been an important issue for many years at our school, there was no need for long discussions when we decided to implement a safety and health management system. Many activities and processes just needed to be re-arranged'.

Success factors

One of the health and safety representatives reports that long-term management commitment to OSH activities from the head teacher is the most important success factor, which also creates the basis for

starting new activities. The head teacher underlines the importance of systematic risk management: 'We have made good progress with the environmental management and we are looking forward to systematically improving our working and learning conditions.'

Transferability

Safety and health management is not only an issue in businesses – it is also important for education facilities. An OSH management system is also an opportunity to bring in systematic safety and health process management and can be easily mainstreamed into existing management systems.

For the students it is certainly ideal if both elements can be combined: being taught in safety and health in a safe school. Both may contribute to developing safety awareness, but it is even better if they can be combined through learning by doing and gaining additional qualifications.

Further information

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- More information on AdRisk (Austria): http://www.kfv.at/heim-freizeit-sport/internationale-zusammenarbeit/adrisk-projekt//back_id/498/
- More information on AdRisk (Europe): http://www.eurosafe.eu.com/csi/eurosafe2006.nsf/wwwVwContent/I2adriskproject-adolescentsrisktaking.htm
- More information on the SGM safety and health management system: http://www.auva.at/portal27/portal/auvaportal/channel_content/cmsWindow?p_tabid=3&p_menuid=8490&action=2
- More information on EMAS (eco-management and audit scheme): www.emas.gv.at/

3.2. Case 2: Overall health and safety education in Základní škola Zárubova v Praze 12, Czech Republic

Organisations involved

- School Zárubova v Praze 12
- Occupational Safety Research Institute (VUBP)
- Proxima sociale (Non-governmental organisation providing social services in Prague, especially for children and teenagers at risk)

Description of the case

Key points

- Základní škola Zárubova in Prague 12 promotes health, well-being and social integration for its 220 pupils
- Safety and health education are provided through a transversal curriculum approach
- The school code of conduct includes rules about safety and protection, environment-friendly attitudes and healthy lifestyles.
- Particular emphasis is placed on the choice of a future career
- Personal life objectives are developed by each pupil in order to ease social integration.

Introduction

Základní škola Zárubova in Prague 12 educates 220 pupils aged 6 to 15 years.

The school curriculum sets targets relating to social integration, behaviour and citizenship. The school management contributes to meeting these targets by providing a safe and motivating environment. They are obviously interested in the prevention of bullying and other social pathologies. To this aim, the children are taught mutual respect, thoughtfulness and cooperation. Either a Peer Programme on these topics or meetings with experts are held regularly.

Concerning the integration of young people into the workforce, career advice is provided in cooperation with the Employment Office. The school also puts emphasis on solidarity; the pupils contribute to the charity 'Help children' for the 4 – Krč infant institution in Prague.

These social abilities are linked to education about a healthy and responsible lifestyle. Pupils are taught to respect the law and collective rules, to avoid injuries, to administer first aid, to know the effects of drugs. They learn how to take care of their health and to prevent some illnesses.

The safety issue is particularly highlighted in such courses as Health Education, Citizenship Education, Vocational Education, Crafts and Physical Education. Safety is also promoted through various activities, such as organising competitions or project days.

The school code of conduct, which focuses on relationships between pupils, includes rules about safety and protection, as well as environment-friendly attitudes and healthy lifestyles. Cooperation with the Czech Occupational Safety Research Institute ensures that the school staff benefit from training sessions and necessary support.

The approach of the school can thus be described as a global one, encompassing wide aspects of health and safety such as environmental concerns, citizenship and community, or social and future professional integration of pupils.

Aims

- To develop and maintain safety and health protection at school for pupils as well as for teachers
- To continuously improve working conditions for pupils and teachers
- To create awareness about the need for a healthy lifestyle
- To educate pupils to take care of their community and environment.

Action

What was done, and how

The school's policy concerning health, safety, social skills and environment protection has been embedded into the curriculum, so that these topics are consistently presented to pupils throughout the various courses they attend. Specific actions were also implemented to complement courses. They are introduced in a practical way that relates to their future outside school and also their own school environment, improving their understanding of school safety rules and their willingness to cooperate.

Examples of curriculum items linked to this vision are listed below. The emphasis on job choice and orientation should be noted. It is considered that proper orientation will facilitate social integration of the young adult, and provide the best conditions for a healthy life. In the first level the pupils learn to think about the question 'What do I want to be?' This question is frequently raised at the beginning of education. Children get to know about various crafts and jobs. While they grow up, they obviously change their vision about future jobs. They learn a job-related vocabulary from Year 1 up to the teenage years. The goal of the school is to prepare children to choose their future work in the best possible way, so that they do not regret their choice afterwards.

Areas of the school curriculum into which risk education is integrated

Year 1:	Natural science; Talking about the parents' jobs; Talking about particular pictures, listening, making sentences, completing texts, crosswords; Reading; Fairy-tales, mime the actions; Art; Self-assessment
Year 2:	Natural science; Talking and drawing: 'What is your hobby?', 'What do you do in your free time?', 'Do you like studying?', 'What would you like to do in the future?'
Year 3:	Think about the things necessary for life. Who can provide them? (food, healthy lifestyle, culture)
Year 4:	Learning about homeland; Introduction to industries in a particular town; Crafts; Science; Excursions; Introduction to jobs linked with nature; Czech language – describing an action
Project day:	To find out jobs of members in the family - What exactly do they do, and in what type of school did they have to study? The pupils are asked to make a presentation about this topic and to choose three jobs.
Year 5:	Science; Watching videos (electrical energy, combustion engines, production of glass, paper and plastic, IT knowledge); The healthy lifestyle; Visiting a 'rent house', kindergarten; Learning about homeland; Industry and agriculture in the Czech Republic; Weather – meteorology; Czech language: Talking about parents' jobs.

Second level: the students carry out self-assessment to help them choose a future job. 'Education for work', has been introduced in Years 8 and 9 to help pupils explore their preferences for hobbies and the various aspects of their personality. Every pupil has his/her own portfolio, helping them make future decisions on employment. Sample contents of this personal portfolio are:

- Techniques of self-knowledge: What others think of us; Personality typology; Movement
- How my brain works: Way of thinking; Are you perceptive? My strengths and weaknesses; Hierarchy of values; How to be self-confident?
- Holland's questionnaire: About hobbies; Picture tests
- Games; visiting of Consulting office; visiting training institutions, factories; Excursions; Meeting with experts; Discussion with parents – personal skills

Risk education takes place in the context of promoting a safe and healthy teaching and learning environment.

The quality of education and teaching is ensured by using up-to-date equipment as well as respecting organisational measures such as the Code of Conduct, Report books, etc. To educate them in responsibility, pupils are taught to cope with difficult problems in their future life and to find out how to solve them.

Safety is introduced in courses such as Crafts, Technical Practice or Biology. New tools, machines and chemicals are demonstrated to children early on so that they get to know how to use them correctly and safely. This helps reduce the number of accidents and injuries.

Risk reduction in the school: purchase of ergonomic desks with adjustable height, reorganisation of the computer room, purchase of new LCD screens to protect the teachers' and pupils' eyes

Concerning the environment, pupils are given lessons during various courses: Biology, Health Education, Citizenship Education. Some actions are performed on a regular basis such as waste sorting (plastic bottles, plastic bags, paper, glass, batteries).

The global approach described above has positive consequences for the teachers' work, since pupils are more cooperative and aware of the necessity to respect the school's rules. Building a safe, clean and respectful teaching environment improves both teachers' and pupils' working conditions.

Figure 5: A pupil's drawing from an awareness-raising project

Pupil is obliged to take care of his health and the health of his classmates.

What was achieved?

- Raised awareness of pupils concerning safety, health, citizenship and protection of the environment
- Pupils with a better understanding of school safety rules etc. and more willing to follow them
- Improved learning environment for teachers and pupils
- Reduction of accidents and injuries.

Problems faced

Lack of time to integrate transversal concepts (health, safety, environmental concerns) into the curriculum, especially at the primary level.

Success factors

- Staff involvement
- Cooperation with Occupational Safety Research Institute and Associations

Transferability

All the activities described above can be transferred to other schools, as long as the school management is convinced that safety and health protection are important parts of education. For pupils getting to know how to take care of their own health, improving their environment and well-being at work is really important. The aspect that should be emphasised when transferring this model is the transversality of actions (inserting safety, health, citizenship and environmental protection into the various courses and levels of the curriculum).

References, resources

www.proximasociale.cz

www.vubp.cz

Further information

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3.3. Case 3: Sustainable development programme and certification – a Whole-School Approach for improving schools' environmental issues and occupational safety and health, Finland

Organisations involved

- The OKKA Foundation for Teaching, Education and Personal Development (a foundation supporting the educational sector. Its founding organisations are the Trade Union of Education in Finland OAJ and several national teachers' associations in vocational education).
- Trade Union of Education in Finland (OAJ)
- Ministry of Education
- National Board of Education
- SYKLI Environmental School of Finland
- Eco-One Cooperative

Description of the case

Key points

- Implementation of sustainable development (SD) action programmes is a national target for all schools and educational establishments in Finland
- An SD programme is a framework for developing targets related to ecological, economic, social and cultural sustainability
- SD programmes are developed through cooperation between teachers, other staff members, students and school management
- Health and safety of staff and students and the prevention of bullying can be promoted through the targets, means of implementation and evaluation of the SD programme
- The central themes are integrated into the teaching and learning environment and the school culture
- The OKKA Foundation maintains the national Sustainable Development Certification of Educational Establishments that contains criteria, self-evaluation tools and auditor network to assist educational establishments in the planning of SD programmes.

Introduction

Finnish legislation does not stipulate any specific requirements for students' safety representatives. However, certain paragraphs refer to this issue indirectly. For instance, there is a requirement in the school legislation that each vocational and general upper secondary school must have a student association. In schools of basic education, the participation of students must be ensured by a student association or another form of participation. The law also states that the education provider must enable students 'to participate in the development of training/teaching and to be heard in the decisions that have an essential influence on the studies or other matters related to students' status'.

On the level of national core curricula there is a statement that 'students should be encouraged to participate in and have influence on the well-being of their own school community'.

The national cooperation agreement between the municipal employers and employees on occupational health and safety states that 'on the local level it can be agreed that the students of an educational establishment can have a right to select a representative to [the organisation's] occupational health and safety committee as an observing member'.

In Finland, a national target was set by the Ministry of Education and the Finnish Commission on Sustainable development that each school and educational establishment should have a sustainable development action programme by 2010. Also, 15% of educational establishments should be externally certified for their sustainable development work by 2014. The SD programme is defined as a concrete action plan derived from the identified needs of development in a school organisation.

The programme can contain targets related to ecological, economic, social and cultural sustainability. The aspects of social sustainability can include, for example, the safety and well-being of teachers, other staff and students as well as the prevention of bullying and exclusion. The central idea of the SD programme is to integrate the selected themes both in the teaching and learning environment and in the school culture.

The SD programme shares the same approach of continuous improvement as the statutory health and safety action programmes. However, the difference between these two programmes lies in the fact that the SD programme is developed in cooperation between teachers, other staff members, students and school management. This means that the ownership of the development of the working environment is shared by the whole school community.

Several tools have been developed in Finland to help schools and educational establishments to construct SD programmes. One of them is the Environmental Certification System for Educational

Establishments elaborated in the Envedu Life Environment project (2001–2004), which received financial support from the European Commission and the Finnish Ministry of the Environment.

The project was implemented by the OKKA Foundation for Teaching, Education and Personal Development, Trade Union of Education in Finland (OAJ), Hyvinkää-Riihimäki Vocational Adult Education Centre, SYKLI Environmental School of Finland, Cooperative Eco-One, National Board of Education, University of Oulu and University of Joensuu. (The OKKA Foundation for Teaching, Education and Personal Development is a foundation supporting the educational sector. Its founding organisations are the Trade Union of Education in Finland OAJ and several national teachers' associations in vocational education.) The system is maintained by the OKKA Foundation. By May 2010, certificates had been awarded to 29 schools or educational establishments.

In the beginning of 2010, the environmental criteria of the certification system were extended to cover the social, cultural, and economic dimensions of sustainable development. The name of the certification system was also changed to ‘sustainable development certification’.

Aims

The aims of the SD programmes and certification system are:

- to integrate sustainable development in teaching, learning environments and management through a comprehensive approach
- to involve staff and students in improving their own working environment
- to provide schools and educational establishments with tools for continuous improvement of the quality of teaching and operation
- to reduce the environmental impacts of educational establishments
- to improve safety and well-being of staff and students
- to provide students with knowledge, skills and motivation for promoting sustainable development when becoming professionals, consumers and citizens.

Action

Concept of the sustainable development programme

The sustainable development programme of a school is a concrete action plan that defines the targets, methods, timetables, resources and responsibilities for promoting ecological, social, cultural or economic sustainability in teaching and in the school culture. The themes, targets and content of the programme are defined by the whole school community as a result of a participative process. The development targets are planned based on a review of the selected sustainability themes. For instance, an occupational health and safety risk analysis can lay a foundation for planning the SD programme.

An important feature of the SD programme is the involvement of all school community members in the planning and implementation of the programme, evaluation of results and improvement of operation. The idea is that, for instance, teachers’ occupational health and safety issues are not considered from the teachers’ perspective alone, but instead from the viewpoint of developing the well-being of the whole school community.

The concept of SD programme has been communicated to every school in Finland by a leaflet describing the definition, content and process of constructing the programme. In addition, the National Board of Education is financing in-service teacher training that supports the SD programmes.

Sustainable development criteria and certification of educational establishments

Sustainable development criteria and the related self-evaluation tools help educational establishments to plan their teaching and to draw up sustainable development programmes. Specific versions of the criteria have been developed for vocational and general education. The criteria are

based on the continuous improvement model known from quality management. The criteria include evaluation areas related to planning, implementation, evaluation and improvement of teaching and school culture with the aid of the SD programme.

The criteria cover identification and implementation of statutory requirements, such as legislation related to waste management, chemicals, occupational health and safety, equality, etc. They also contain themes from which a school can select its areas of development. These include environmental themes such as prevention of waste and saving of energy and water, but also social and cultural themes like safety at school, well-being of staff and students, prevention of bullying and exclusion, and cultural diversity.

Using the criteria, a school can progress stepwise in its sustainable development work towards the level of certification. One or more sustainability themes are highlighted annually in teaching and school culture. A significant feature of the criteria is participation of students, teachers and other staff members in the planning, implementation, evaluation and development of school culture and teaching.

The sustainability criteria for educational establishments were elaborated by the OKKA Foundation, SYKLI Environmental School of Finland and Cooperative Eco-One with the assistance of pedagogical experts and pilot educational institutions. The work was supported by the Ministry of Education, Ministry of the Environment, National Board of Education, the Finnish Work Environment Fund and Ålandsbanken.

Contents of the SD Criteria

- Planning
- Values
- Statutory requirements
- Organisation and resources
- Sustainable development programme
- Planning of teaching
- Implementation
- Sustainability themes
  - *Implementation of themes*
  - *Establishment of ways of action*
  - *Networking*
  - Teaching
    - *Knowledge of sustainable development*
    - *Thinking skills*
    - *Action skills and experiences*
    - *Teaching methods and learning path*
  - Follow-up, evaluation and development
  - Evaluation procedure of sustainable development
  - Development of operation and reporting

Development tools and training

The SD certification system provides educational establishments with several tools to assist the development work. For instance, a bank of examples for implementation of SD themes has been constructed on the certification website. The idea of the bank is also to provide links to tools and materials related to SD themes that have been developed by authorities, NGOs or other organisations.

The website also has self-evaluation checklists based on the SD criteria. The OKKA Foundation and its partners organise nationwide teacher training courses on how to use the tools for constructing SD programmes and self-evaluation. These training courses were attended by nearly 1,000 teachers between 2000 and 2010.

Audits and certification

In Finland, around 80 teachers and experts on sustainable development have been trained as external auditors in the SD certification of educational establishments. The OKKA Foundation is responsible for the maintenance of the auditor network. If a school wants to apply for the SD certificate, it first has to conduct a self-evaluation based on the SD criteria. After this, the auditor reviews the evaluation and visits the school for a day for external audit to verify that the operation of the school fulfils the criteria. If improvements are needed, the school has three months to take corrective actions. When these have been verified by the auditor, the school is able to apply for the certificate from the OKKA Foundation.

Outputs

- National targets for SD programmes and certification
- Defined concept and model of schools SD programme
- SD certification system for educational establishments
- Comprehensive website of SD certification including tools and materials to help self-evaluation and construction of SD programmes
- Nationwide teacher training supporting the construction of SD programmes
- SD programmes constructed in schools: by survey around 25% of Finnish schools (2008), number of programmes increasing
- Participation in SD teacher training courses: around 1,000 teachers (2000–2010)
- SD/environmental certificates: 29 (May 2010)

What was achieved?

National targets related to schools' SD programmes and certification have promoted nationwide networking of actors in the field of education for sustainable development. These include educational authorities, NGOs, schools and educational establishments, local and regional environmental authorities, etc. This networking has provided invaluable support to schools and educational establishments in their work on sustainable development.

The OKKA Foundation has built up effective contacts with the educational and environmental administration, SD experts, and regional networks to disseminate certification. A unique feature of the SD certification is the fact that it is a national system supported by the Ministry of Education, National Board of Education, Ministry of the Environment and the Trade Union of Education, and it also has a documented position in the SD strategy of the Finnish Commission on Sustainable Development.

In Finland, the national core curricula in general and vocational education support integration of SD in teaching and practices of everyday school life. Sustainable development is a subject-crossing theme that must also be demonstrated in the school culture and learning environment. The model of the SD programme and the SD criteria have been very well received by schools, because they provide concrete tools that help the development work.

An important trend in schools' work for SD during the past few years has been a shift of interest from ecological issues such as waste, energy and water towards social issues like safety, well-being and the prevention of bullying. This is partly because of violent incidents in Finnish schools in recent years, but also due to the fact that the content of SD has been understood in a more holistic way.

The leverage of the SD programme and criteria is in the easy-to-do stepwise development model that involves participation by different staff groups as well as students in improving their own working environment and teaching/learning. Many certified schools have also reported improvements in working conditions and a greater sense of community as the positive side effects of certification, which is a result of the participative features of the development model. It has been noted that this kind of bottom-up development strategy also improves implementation of strategies and policies set by the education provider as the employees and students are involved in the planning, implementation and evaluation.

Today, schools and educational establishments are facing multiple demands for developing different kinds of regulatory and voluntary programmes and systems including targets related to quality, occupational safety and health, environmental issues, etc. The idea of the SD programme is not to make yet another new demand, but to guide educational establishments to see that sustainable development can be considered as an umbrella under which various kinds of themes can be implemented. This idea also reflects modern management systems that integrate quality, occupational safety and health, environmental issues etc., in the same documentation and evaluation system.

Problems faced

- Informing all municipal educational authorities and educational establishments about the SD programmes and certification has been challenging
- Success and effectiveness of the SD programme depends heavily on the commitment of the school management as well as resources allocated to the development work
- There can still be a lack of concern about sustainable development at all levels of the educational system, although there SD is a major challenge for society and working life
- Schools with a general curriculum are not very familiar with the use of quality tools (the situation is much better in vocational educational establishments)
- The economic recession has reduced the resources available for development work.

Success factors

- Strong, nationwide networking of different actors of education for sustainable development helps in promoting SD programmes and certification
- Long-term development work of the SD certification system in cooperation with educational authorities, pedagogical and SD experts, and educational establishments has made it possible to develop criteria and tools that meet the needs of the educational field
- Strong pedagogical approach and various SD themes with supporting material make the SD criteria a unique application of management standards tailored for the educational field
- The auditor network consisting of 80 trained teachers provides excellent possibilities for the exchange of good practices, regional support for schools, and development of the certification system
- Nationwide training support is available for schools and educational establishments.

Transferability

The concept of the SD programme follows the general structure of quality systems and is therefore transferable everywhere. In many European countries, SD programmes have been developed in educational establishments. What could be copied from the Finnish system are the national targets set for construction of SD programmes and the supporting activities of educational authorities, in-service training organisers, and the OKKA Foundation maintaining the certification system.

SD Certification for Educational Establishments is a system that is transferable to other countries with certain limitations. The aim of the system has been to create criteria and evaluation tools that are in

line with national regulations, core curricula and the organisation of educational services in Finland. Because there are significant differences between European countries in educational regulations, curricula, maintenance of educational establishments as well as the flexibility of schools to decide on their teaching methods and contents, the Finnish SD criteria cannot be directly introduced elsewhere. However, the structure and content of the criteria and certification system can be used as a model if another country wants to construct a similar national system.

Based on our experience, national SD criteria applied to the needs of the country in question are a better option than introducing a universal solution. In this latter case, we would end up with very general criteria, which do not provide effective pedagogical tools for teachers.

Suitable transferable elements of the certification system are:

- General organisation of the certification system
- Auditor network based on teachers
- Structure of the SD criteria
- Structure of self-evaluation tools
- Teacher training and auditor training system.

Further information

Sustainable Development Certification of Educational Establishments

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3.4. Case 4: 'Healthy Schools' WECF Pilot Project, Greece/ Bulgaria

Organisations involved

- WECF (Women in Europe for a Common Future)
- WECF Partners: Earth Forever Foundation, Bulgaria / Clean up Greece, environmental organisation, Greece

Description of the case

Key points

- The 'Healthy Schools' WECF pilot project was run by WECF in partnership with Greek and Bulgarian organisations, and funded by the European Commission (DG Environment funding programme).
- This pilot project is closely related to the WHO Children's Health and Environment Action Plan for Europe (CEHAPE).
- The pilot project addressed general risk and specific OSH education, on one hand, and health education, on the other hand, while strengthening the integration of the above topics into the education curriculum in the Member States concerned: Bulgaria and Greece.
- The 'Healthy Schools' pilot project also represents an expression of WECF's declared mission: 'Working for a Healthy Environment for All'.

- 'Health and safety at school' represents one of the cross-cutting issues that WECF concerns itself with and was explored in depth within this pilot project.
- WECF incorporated a sense of balance in the approach to the pilot project – the need for both men's and women's views 'equally to achieve a world in balance'
- The project was based on a strong sense of networking and partnership to incorporate its partners' 'own vision and needs'.
- The project approach encompassed both pupils' and children's OSH education and the promotion of a safe and healthy learning environment. It focused equally on staff OSH training and initiatives for a healthy and safe working environment in an interactive way.

Introduction

This case study focuses on the 'Healthy Schools' WECF Pilot Project run by WECF from September 2007 to February 2010 and funded by a European Commission (DG Environment) Programme and a partnership with Greek and Bulgarian organisations.

The WECF partner organisations were the 'Earth Forever' Foundation (Bulgaria) and 'Clean up Greece' (Greece). The project mainly addressed four public and private educational entities of Greece and Bulgaria, with high transferability potential to other Member States as well.

The project addressed schools, teachers and, particularly, students, children and their families and offered them 'the opportunity to learn about their environment and possible ways to improve and protect it by developing their own ideas'. 'Health and safety at school' addressed both students and staff, particularly through the Fryganiotis Private School (Salonica) approach.

This case study deals with the above pilot project developments for two primary and secondary general schools of Greece.

Aims

The main objectives of the WECF Pilot Project were:

- To raise awareness of health and safety, and environmental hazards and risks for the students, teachers and their families of two EU countries (Greece and Bulgaria), both in schools and at the community level
- To identify the existing problems in terms of health and safety related risks for the students and their teachers within the learning and working environment (schools) and to find appropriate solutions and methods of prevention
- To encourage pupils' and teachers' involvement in dealing with OSH issues in an interactive way for example, through small working groups (students and teachers) in order to develop a responsible approach to OSH (appropriate OSH behaviour, the promotion of a safe and healthy learning/working environment)
- To promote students' awareness of OSH issues when making decisions about their future careers
- To promote an increased level of OSH training for the teaching staff
- To promote health and safety education from the earliest educational stages
- To highlight the existing gap in the legal framework governing the educational system as regards OSH integration within the curriculum as a compulsory subject for the students, at all educational levels, in the two countries concerned
- To integrate CEHAPE Regional Priority Goals (1-Water & Sanitation, 2-Air Quality, 3-Accidents, Injuries & Physical Activity, 4-Chemicals, Noise, other Physical Agents & Occupational Health) within the curriculum of these schools through interactive working methods
- To convey the pilot project results, presented by the students' representatives themselves, to the policymakers in the area, at regional, national and international level, for example at the Fifth

Ministerial Conference on Environment and Health, Parma, Italy, 10–12 March 2010 and the related youth conferences.

Action

What was done, and how

The 'Healthy Schools' WECF Pilot Project was run by WECF from September 2007 to February 2010 within a European Commission Programme.

The project implied a wide partnership including important international and European entities as well as NGOs and schools from the public and private educational system of Bulgaria and Greece. A significant number of organisations were involved within an enlarged partnership in all project stages in terms of project initiative, planning, implementation, further promotion and project follow-up. The main partners were WECF (Women in Europe for a Common Future), WHO (World Health Organisation), the European Commission (DG Environment), Environmental Organisations – 'Earth Forever' Foundation (Bulgaria) / 'Clean up Greece' (Greece), public and private schools from Bulgaria (Romain Rolland Language School, Stara Zagora, and Language High School, Pleven) and Greece (Lykeio Kallitheas, Athens, and Fryganiotis Private School, Salonica).

WECF – the Pilot Project promoter – is 'an international network of over 100 women, environment and health organisations' that runs projects in 40 countries. Its major objective is to achieve a 'Healthy Environment for All' in the EU and neighbouring Eastern European countries, the Caucasus and Central Asia.

Based on a balanced approach to individual and community issues, WECF 'uses women's potential in balancing environment, health and economy', including the OSH-related aspects as developed in this project.

WECF's applied its principles to the pilot project in terms of:

- transferability – it 'implements solutions locally and influences policy internationally' through the presentation of its projects' outcomes and initiatives to policymakers from the geographical and occupational areas concerned;
- identification of 'practical, innovative and cost-effective solutions' based on the local potential (structures, know-how capabilities, material and human resources);
- children's health promotion and the acceptance of 'no compromise based on economic reasons';
- dialogue promotion and awareness-raising;
- partnership – through its outstanding ability to involve both local and regional bodies, public and private entities, in its actions;
- promotion of professionalism and competence; and
- gender – 'balanced participation of women and men in policymaking and implementation'.

The 'Healthy Schools' Programme was initiated by WECF through this pilot project carried out in four schools in Bulgaria and Greece, namely: Romain Rolland Language School, Stara Zagora, and Language High School, Pleven (Bulgaria), and Lykeio Kallitheas, Athens, and Fryganiotis Private School, Salonica (Greece). It addresses schools, teachers and, particularly, children and their families.

The activities covered by the project are related to the WHO Children's Health and Environment Action Plan for Europe (CEHAPE). This Action Plan addresses the environmental risk factors affecting children's health in Europe. It focuses on the four CEHAPE Regional Priority Goals (1-Water & Sanitation, 2-Air Quality, 3-Accidents, Injuries & Physical Activity, 4-Chemicals, Noise, other Physical Agents & Occupational Health). The most recent CEHAPE developments focus on ensuring healthy schools and environment.

A training manual on 'the policy process' regarding the four 'regional priority goals' (RPGs) of the Action Plan was provided for the pupils from the four general secondary and high schools of Bulgaria and Greece involved in the 'Healthy Schools' programme.

The approaches of the two schools from Greece that participated in this project had in view the following main issues: 'noise pollution' and 'bioclimatic buildings' at Lykeio Kallitheas, Athens and 'Health and safety at school' at Fryganiotis Private School, Salonica.

For the first topic, 'noise pollution', the students from Lykeio Kallitheas carried out noise measurements within the school environment including surrounding streets, and questionnaire-based surveys on noise pollution sources, e.g. vehicles, motorbikes, and researched the consequences of noise upon human health. The EU's role in reducing noise pollution was also discussed.

Medical prevention and protection measures against noise-related risks to the students' and the teachers' health were also presented, for the school environment and the city as a whole.

School-related environmental issues, such as 'bioclimatic buildings' were also investigated in terms of improving students' and teachers' health through the natural ventilation of buildings, renovating the school yard, etc. The concept of 'bioclimatic architecture' was also discussed as regards energy savings and a healthier learning and working environment. Photos were presented showing the school building before and after the rehabilitation works.

The second topic the pilot project dealt with was an in-depth approach on 'Health and safety at school' carried out by the pupils and teachers of Fryganiotis Private School (Salonica). They collected information on school-related accidents in Greece and investigated school-related hazards and risks, such as accidents in the school environment and during school trips, laboratory safety, commuting risks, fire protection, structural building indoor and outdoor hazards, etc. 'Prevention as a tool' to eliminate/reduce these school-related risks and find adequate solutions was also discussed.

A report was issued at the end of the project that included photos illustrating the hazards and risks identified by the pupils themselves in their investigations.

A project relating to pupils' health was also carried out; namely the 'Problematic ingredients of cosmetics'. It was meant to raise pupils' awareness of the risks to their health of dangerous chemicals contained in various cosmetics. The pupils studied and gathered documentary evidence on a series of dangerous substances from cosmetic products, the risks related to them and the negative effects they have upon health.

The project topics developed by the pupils of the Fryganiotis Private School (Salonica) aimed to investigate both pupils' health issues and health and safety aspects in schools and the school environment.

In accordance with one of the WECF principles, to consider 'its partners' own visions and needs', each of the schools in the programme used the working method best suited to its particular needs and available resources.

The students and their teachers collaborated closely with the WECF network NGOs and adopted an interactive methodology, i.e. small working groups (students & teachers) in carrying out their actions to reach one or more of the four CEHAPE regional priority goals.

The major goal of their activities was to 'integrate CEHAPE into the curriculum in an interactive way'.

Communication of the pilot project outcomes

The outcomes of both projects were presented at the 10th Annual Youth Conference, Athens, 9 March 2009, by the students' representatives themselves.

The environmental organisation 'Clean up Greece', which was one of the pilot project promoters, organised an Annual Environmental Student Conference in Greece, also in 2009. The aim was 'to offer children and youths the opportunity to express their views and to participate actively in current environmental issues'. Prior to the conference, students from Fryganiotis Private School visited the bioclimatic Exel Group production plant in the Kilkis Industrial Area. The students had the opportunity to learn about renewable energy sources, to ask questions and to express their opinions on environment-related issues. The Exel Group and the students plan similar events for the future to increase younger generations' interest in environmental issues, including a safe and healthy learning and living environment within their schools and the school surroundings.

The 'Healthy Schools' WECF Pilot Project outcomes were heavily promoted through a presentation made at the Fifth Ministerial Conference on Environment and Health, Parma, Italy, 10–12 March 2010, in front of over 600 policymakers.

A side-session organised for the young people from throughout Europe took place in the framework of the World Health Organisation (WHO) Fifth Conference on Environment and Health, also held in Parma. This session was jointly coordinated by the WHO CEHAPE Youth Delegation and HEALTH (Health and Environment Alliance) and highlighted the young people's potential in creating safer and healthier learning and working environments. A short film made by the participants in the project was shown to the audience. The participants also contributed to the Parma Youth Declaration 2010, issued at the end of the conference, emphasising the importance of involving young people in decision-making on environment and health.

Excerpts from the Parma Youth Declaration 2010

Article 1.0 on youth participation summarises the younger generation's commitment in defending its right to participate in the decision making processes at local, regional, national and international level on environment and health:

"1.0 Our participation in the planning and implementation of environment and health policy and strategy is not negotiable. Neither is our health or access to a clean and safe environment. We look forward to the continuation and strengthening of our participation in the new structure of the European Environment and Health Committee."

Regarding education, the document states the following at Article 2.0:

"2.0 The role of education in understanding the need to protect and sustain our environment is essential. Environmental education has to be an integral part of every child and young person's life, both through formal and informal curriculum."

Article 2.1 emphasizes the need of the policy makers' involvement in creating a safe and healthy environment at all the levels:

"2.1 Education about how to create and live in a healthy, safe and sustainable environment needs to be on the agendas of governmental, non-governmental and international organizations."

Further on, the document presents the participants' commitment in continuing to support and to develop the four CEHAPE Regional Priority Goals, RPG2 included. The 2nd CEHAPE Priority Goal refers to ensuring protection from injuries and adequate physical activities (Article 3.2 of Parma Youth Declaration):

"3.2 Injuries are the greatest killer of children in Europe. We believe this is an unacceptable factor in our environment it is therefore imperative that member states create safer daily living conditions for children throughout Europe. The most effective way to achieve this is through consultation with us and combined education, training and strategies."

Outputs

- Teachers and students cooperated to identify health and safety related risks in schools and the school environment, and were encouraged 'to develop concrete and practical solutions' to these problems based on their own ideas.
- The students and teachers of the schools involved in the project improved their knowledge on health and safety issues within their schools and schools environment.
- The project team prepared a presentation on the results of the activities run by the four schools taking part in the project during 2008–2009. This presentation was intended to be one of their contributions to the WHO CEHAPE Fifth Ministerial Conference on Environment and Health held at Parma in March 2010.

- A model to be extended to other schools in Bulgaria and Greece and/or other European countries was developed based on the pilot project results and the experiences gained during the project.
- The students, in collaboration with 'Clean up Greece', made a film on their achievements that was also included in the conference presentation.
- The schools submitted their best projects for the 2nd CEHAPE Awards Competition held in Parma during the WHO CEHAPE Conference in 2009.
- The WECF pilot project participants contributed to the Youth Declaration of Parma, March 2010.

What was achieved

- An increased awareness of health and OSH issues among the students, teachers and their families regarding school and school environment-related hazards and risks.
- The students and teachers adopted their own interactive method within small working groups when carrying out the project activities. This resulted in a creative approach when looking for solutions to the identified problems.
- An increased commitment among students and teachers to get involved in building a safe and healthy learning and working environment through similar actions, e.g. national CEHAPE projects, and to develop the partnership with local and regional organisations as a key success factor for reaching this goal. This was facilitated by the interactive working methods used and the competence and the professionalism of the project promoters.
- The activities carried out within the project developed a preventive approach among students and teachers towards health and safety risks within the school and the school environment.
- Project results presentation at regional, national and international level represented a further step towards the inclusion of OSH education in the curricula of the primary and secondary schools of Bulgaria and Greece.
- For WECF and the partner organisations: the 600 policymakers who attended the WHO CEHAPE Fifth Ministerial Conference on Environment and Health in Parma (March 2010) became acquainted with the model based on the pilot project results and its related cost–benefit analysis and agreed upon the possibility of upscaling it to other European countries.
- The European governments adopted a comprehensive plan meant to reduce environmental risks to health by 2020 and signed a declaration at the Ministerial Conference of Parma.
- A final press release on the follow-up of Parma Conference made by the new WHO European Regional Director stated that 'Parma opened an exciting new chapter on environment and health'.

Problems faced

- Overcoming a lack of interest in OSH and school environment related hazards and risks
- Difficulty in achieving coverage of the Parma Conference outside of the host country Italy.

Success factors

- Aligning the project to an established health programme for schools and integrating risk education and a safe learning environment into it
- The European Commission (DG Environment) funding
- The extensive partnership of globally recognised institutions involved in the project, bringing together those with environmental, health and education interests
- A strong focus on capacity building as well as awareness raising

- WECF's project expertise and Guiding Principles (1. From local to global; 2. Identification of 'practical, innovative and cost-effective solutions' and the use of the local resources for their implementation; 3. Dialogue capacity in order to create extensive partnerships; 4. WECF's capacity to gather decentralised structures, and local and regional factors)
- Actions based on first-hand experience of the problems faced by the primary and secondary schools of Greece and Bulgaria gained by WECF and its partner networks
- Involvement of all in the school community
- The school students' and teachers' capability to get involved in the project in a creative manner
- Access to high-level events, which constitutes an exceptional framework for promoting project results and increasing young people's commitment in developing similar projects at regional and national level.

Transferability

A model was developed based on the pilot project results to enable it to be extended to other schools of Bulgaria and Greece and/or other European countries without significant difficulties.

Moreover, the 600-plus policymakers who attended the Parma Conference on Environment and Health in March 2010 considered that the model of this project could be implemented successfully in other European countries based on a cost–benefit analysis of this model that highlighted this possibility.

Further information

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3.5. Case 5: Health and Safety Authority (HSA) Whole-School Approach, Ireland

Organisations involved

The Health and Safety Authority (HSA)

Description of the case

Key points

- Programme embedded in the national OSH strategy
- National OSH Strategy combines activities to support risk education in schools with activities to improve and promote health and safety management in schools
- Activities on OSH management in schools include resources and guidelines, OSH training for teachers and inspection activities
- OSH training for teachers includes elements on delivering risk education
- Close working with the Government department of education and science, curriculum bodies, education sector, social partners etc.

Introduction

The Health and Safety Authority (HSA) is the national body in Ireland with responsibility for health and safety at work. HSA has been working to mainstream safety and health into all levels of education, from early learning through to third level. It has embarked upon an extensive programme, which forms part of Ireland's national occupational health and safety strategy.

HSA works closely with the Department of Education and Science and associated key organisations, including the National Council for Curriculum and Assessment (NCCA) on the development and implementation of programmes to mainstream safety and health in curricula was an important starting point. For example, the Authority commissioned the National Council for Curriculum and Assessment (NCCA) to look at existing and future opportunities for teaching and learning about safety and health in the school curriculum. It also worked with the Department of Education and Science to develop guidance and an approach to OSH management schools.

HSA's strategies on mainstreaming OSH into education between 2007 and 2012 have explicitly combined activities to promote risk education in schools with activities to promote and improve safety management in schools. This can be seen by looking at the summary of activities in the box.

HSA's Risk education and school OSH management initiatives have included:

Primary School:
Integrated OSH learning for students **-** Keep Safe - promotes safety, health and welfare awareness
OSH Training for Teachers **-** an e-learning course ratified by the Department of Education

Post-Primary School:
Integrated OSH learning for students

- "Choose Safety" programme for transition year pupils age 14-16 in schools
- "Transition Unit" program for transition year pupils age 14-16 ratified by the National council for Curriculum Assessment (NCCA) – 45 hour class room based program
- E-leaning for students of the Transition Unit - 'Get Safe Work Safe'; Workplace Health and Safety for Senior Cycle Students
- Health and Safety Matters for Students Embarking on Work Experience; Guide to assist teachers preparing students for work experience

- Educational games
- Spirit of Enterprise

OSH Training for Teachers

- E-learning: An Introduction to Managing Safety and Health in Schools – Free online access through HSA web site
- E-learning: Safety and Health for Teachers of Technology Subjects– Free online access through HSA web site
- E-learning: Safety and Health for Teachers of Science Subjects– Free online access through HSA web site

OSH Management Resources

- Guidelines on Managing Safety and Health in Post-Primary Schools - prepared for schools by the HSA, Department of Education and Science, State Claims Agency and School Development Planning Initiative. The document comes with 70 prepared risk assessments for common risks found in post primary schools

Third-Level Education:
Integrated OSH learning for students

- HSA Third Level "Safety in Design" is a national competition for undergraduate teams from construction-related degree programmes
- E-learning; Safety and Health in Construction' and this is aimed at third-level students of construction and related disciplines- Free online access through HSA web site

All levels

OSH Management support

- 400 targeted compliance inspections in the education sector which includes primary, post-primary and third-level colleges;

Aims

To improve OSH management in schools and mainstream risk education across the national curriculum at all levels in a combined approach.

Action

What was done, and how

The HSA's activities on mainstreaming OSH into education and safety management in schools have been embedded in its national OSH strategies. The HSA's Strategy Statement 2007–2009 had as a goal the mainstreaming of health and safety education in curricula at all levels of the education system. The HSA's whole-school approach to risk education is reflected in this goal which had the following elements:

- Continue to consult with the Department of Education and Science and key organisations to agree ways and means for sustained cooperation between their organisations with regard to the achievement of this goal;
- Develop and implement programmes which contribute to mainstreaming safety and health in education and training curricula;
- Promote and develop relationships with other organisations to seek to bring about significant landmark learning opportunities for students at all levels in the context of occupational safety and health;

- Participate in networking, continued professional development seminars and conferences leading to an enhanced profile of the benefits of an occupational safety, health and welfare culture;
- Develop a safety and health management system for use in schools, in order to create a safe whole-school environment.

The first three bullet points cover risk education in schools, the forth one is more general on promoting an OSH culture and the fifth one specifically concerns safety management in schools.

The HSA's goals on mainstreaming OSH into education in its Strategy Statement 2010–2012 again combined objectives on risk education with objectives on OSH management in schools:

- Expand the work with the education system to achieve wider impact, particularly at third and primary levels; continue the work to get safety and health into the mainstream education curriculum at all levels;
- Work closely with other organisations where there are shared goals; in particular, with those who enforce or promote safety and health in working conditions or the environment and those who have a remit for enterprise support;

This combined approach can be seen in HSA's Programme of Work 2010 which included the following actions:

- A schedule of 400 compliance inspections in the education sector which includes primary, post-primary and third-level colleges;
- Hosting or participating in a range of national and regional events in the education sector;
- As a priority issue, the inclusion of safety and health in third-level education;
- Making use of new technologies and new communication processes to reach young audiences. Continuation of work on e-learning and "serious gaming" for students;
- The production of a guidance document 'Guidelines on Managing Safety and Health in post-primary schools;
- Curriculum support materials at primary, post-primary and third levels;
- Keep Safe primary school initiative;
- Online learning support for education;
- Serious Games resource – post-primary school initiative

OSH inspection activities in schools and OSH e-learning programmes for teachers are combined with the development of risk education resources in schools. Hosting or having a presence at education events facilitates the combined promotion of risk education in schools and improved OSH management in schools. HSA provides risk education resources for schools and teachers, but also organises events and activities for schools and students, in which the pupils and students take an active role.

The combined approach to risk education and OSH management is reflected in HSA's website. The resources for both areas are accessed on the same webpage, which you can reach by selecting 'education' from the topics list or selecting 'education' from the sectors list. Anyone from the education sector entering the web page immediately gets the message that the two areas are intrinsically linked.

Outputs

The initiatives have resulted in a range of resources and support for schools to deliver risk education and to improve their own management of OSH. Some examples of initiatives in the different areas of the whole-school approach are given below.

Examples of initiatives aimed at risk education and OSH training for pupils and students

Keep Safe is an event that brings 5th and 6th class primary school pupils together with local safety and health agencies. The agencies come together to talk to children with a common message 'Keeping Safe'. Children from local schools are transported to and from a central venue for an event lasting approximately two hours.

Junior Achievement Ireland is part of a worldwide organisation that promotes a culture of enterprise through education. Junior Achievement has developed two health and safety modules for primary and post-primary schools with the support of the Health and Safety Authority.

Choose Safety is a free educational programme for transition year and senior cycle students to introduce them to the principles of workplace safety and health. The programme is particularly useful for students who engage in work experience during the school year. This 20-hour programme may be taught over the school year or condensed to suit the timetable arrangements in a school.

The *Transition Unit* is a free educational programme for transition year and other senior cycle students to introduce them to the principles of workplace safety and health. The 45-hour programme will prepare students for the world of work and is particularly relevant for those undertaking some form of work experience. The Transition Unit includes the six learning modules from the Choose Safety programme but expands on this with the addition of e-learning modules. This programme is fully ratified by the National Council for Curriculum Assessment (NCCA). The e-learning course to be used in conjunction with the Transition Unit is available free of charge from the HSA website.

A publication entitled *Health and safety matters for students embarking on work experience* was produced by the HSA in 2008. This guide helps teachers in preparing their students for the health and safety aspect of their work experience programme. It offers practical information and advice on workplace health and safety that can be taught and discussed with students in the classroom before they embark on work experience.

The *third-level 'Safety in Design'* is a national competition for undergraduate teams from construction-related degree programmes. The competition provides an environment where students from different disciplines work together to complete a project to integrate health and safety best practice in construction design. This competition is an initiative of the Third Level Initiative Group (TLIG). In 2010 the HSA received 16 entries from third-level colleges across Ireland.

Input to 'Skills for Work' courses. The National Literacy Agency (NALA), with support from the Health and Safety Authority and FAS, has produced a series of learning resources for participants on 'Skills for Work' courses. 'Steps to Safety' caters for participants with English language needs and those with very low literacy skills, aimed at FETAC Level 1; 'Safe and Well' is a resource for FETAC Level 2; 'Clocking in to Clocking Out' will be aimed at FETAC Level 3

Examples of OSH management initiatives for the education sector

The Health and Safety Authority and the State Claims Agency, together with the Department of Education and Skills and the School Development Planning Initiative, developed a publication titled *Guidelines on Managing Safety and Health in Post Primary Schools* (2010) in response to a strong demand from the education sector for guidance and clarification to enable them to better manage the existing legal obligations and responsibilities. The Guidelines are intended as a single comprehensive guidance document and toolkit that reflects current legislative requirements and best practice.

The Guidelines set out a step-by-step approach to safety and health management that can be used by schools to develop new systems or to improve those already in place. They include a series of planning templates, a sample safety and health policy, management organisation charts and training and monitoring tools. There are also over 70 pre-prepared risk assessment templates covering the most common hazards and risks found in the school environment. Every post-primary school has received a copy of this toolkit, which includes an interactive CD enabling the user to fill in the risk assessments on the PDFs supplied. This gives post-primary schools the capability to have an electronic safety management system. The planning templates, sample safety and health policy, management organisation charts and training and monitoring tools are all available for download from the HSA website. The guidelines can be accessed from HSA's website and the website of the Government Department of Education and Science.

Examples of OSH management training initiatives for teachers

Online summer courses for primary school teachers are hosted by HSA during summer months. The training course 'Health and Safety in Your School' is built around the *e-learning course 'An Introduction to Managing Safety and Health in Schools'*. The target participants are principals and teachers working in primary schools. This course is operated as part of a training programme supported by the Department of Education and Science. This online course introduces teachers and Principals to the basic principles of managing safety and health in schools including learning about key concepts such as hazard identification and risk assessment. The course has been completed by over 750 primary school teachers between 2009 and 2011.

Classroom-based health and safety courses are also run on a regular basis for teachers through the Education Centre network. There are 22 centres in total. The course content has been developed by the HSA, and the courses are delivered by a panel of tutors selected by the HSA who have experience working and teaching in the education system.

Figure 6 : Screens from HSA's e-learning courses

An example of training for both lecturers and students

For *vocational training for the construction sector*, the Health and Safety Authority has developed an e-learning course for lecturers and students which is available free of charge 24/7 from the HSA website. The core element focuses on 'Safety and Health in Construction' and this is aimed at third-level students of construction and related disciplines.

What was achieved?

The Strategy Statement 2010–2012 of the Health and Safety Authority has expanded the work with the education system to achieve wider impact, particularly at third and primary levels, and builds on earlier work to get safety and health on to the mainstream education curriculum at all levels and improve OSH management in the education sector.

The proactive compliance inspections in the education sector promoted direct contact between inspectors and schools. Schools were proved with schools and training support, but the inspections helped to ensure schools took notice of them. Inspections are used to provide support as well as to detect failings.

The publication *Guidelines on Managing Safety and Health in Post-Primary Schools*, produced by relevant stakeholder organisations working together with the education sector, was particularly well received.

Problems faced

- The long lead-time required to achieve change in education and training provision;
- The significant time lags between the intervention and the outcome.

Success factors

The combined approach has various advantages:

- The risk education messages to pupils are going to be enhanced if they are delivered in schools that manage OSH well and have a commitment to it.
- Providing teachers with training about OSH management in schools helps to give them the understanding and confidence to deliver risk education as well as helping to promote a safety culture in schools.
- The guidance on OSH management for the education was developed with stakeholders, which helps to gain their commitment as well as helping to ensure that the guidance is practical.
- The inspection schedule helps to show that the HSA takes OSH seriously in the sector, but also enables inspectors to engage with schools and provide first-hand support.
- All resources have been made as straight forward, simple and practical as possible, and tailored to the sector, recognising that the sector and its teaching staff are under a lot of time pressure.

Transferability

The strategy to promote health and safety in the education sector and the key actions implemented by the Health and Safety Authority, presented in this case study, are transferable. They represent a highly practical and straightforward approach.

Further information

Health and Safety Authority (HSA) – Education Unit

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Web: www.hsa.ie

References, resources

HSA Programme of Work 2009
http://www.hsa.ie/eng/Publications_and_Forms/Publications/Corporate/Programme_of_Work_2009.html

HSA Programme of Work 2010
http://www.hsa.ie/eng/Publications_and_Forms/Publications/Corporate/Programme_of_Work_2010.html

HSA Strategy Statement 2007–2009
http://www.hsa.ie/eng/News_and_Events/Press_Releases_/Press_Releases_2007/Strategy_Statement_2007-2009.html

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http://www.hsa.ie/eng/Publications_and_Forms/Publications/Corporate/Strategy_Statement_2010_-_2012.html

Integrating Education and OSH into the Education Sector –
http://www.enetosh.net/files/97/Mainstreaming_OSH_into_Education_Hilary_Mooney_Health_and_Safety_Authority_Ireland_Feb_2010_-_no_speaker.pdf

Mapping Health and Safety in the Curriculum – NCCA –
http://www.hsa.ie/eng/Education/Mainstreaming/Mapping_Health_and_Safety_in_the_Curriculum_NCCA.pdf

Safety, Health and Welfare at Work Act (Ireland) 2005
http://www.irishstatutebook.ie/2005/en/act/pub/0010/index.html

HSA webpages on safety and health in education http://www.hsa.ie/eng/Education/

3.6. Case 6: Preventive practice at secondary school, Lithuania

Organisations involved

- Vilnius Pilaites Secondary School
- Ministry of Education and Science
- Vilnius Municipality
- Centre of Social Assistance
- Vilnius Pedagogic University
- Lithuanian Children's Line
- SEB Bank
- Lawin Chambers
- Company Cilija
- Local authorities and police

Description of the case

Key points

- In order to make the pilot project school safer and healthier, the education stakeholders set as a target the management of the social factors determining pupils' behaviour at school and in society overall.
- The School Team for Preventive Work established in the pilot school is a school body targeted at the prevention of misdemeanours, misuse of alcohol, tobacco and drugs, violence against peers and teachers and delinquency. Its job is to implement preventive programmes, and to educate the whole school community on these issues. It recognises the links between the issues.
- The approach used to solve these problems is based on detection of problems, the search for a solution involving teachers, parents and pupils, a variety of methods, expert consultation, observation of changes, and the use of incentives and sanctions.
- A variety of actions are combined in the initiative, and use is made of external programmes and partnership

Introduction

This case views the improvement of the working and learning environment at educational establishments as an essential part of the occupational safety and health and education policy of the state. A school should be seen not only as the workplace of the school staff, but the environment where students learn. It recognises that factors such as petty crime, bullying, substance abuse, etc., influence not only the learners' environment but also the staff working environment. Bullying and violence among children requires particular consideration as it directly disrupts pupils' and teachers' work and is one of a teacher's stress risk factors, complicates relations of a school community and is dangerous for the whole community. School staff are at risk of violence as their jobs involve direct contact with pupils, home visits, evaluation of pupils' performance and behaviour, etc. Therefore all parties should be involved in the management of the factors mentioned above, particularly when solving safety and health problems at school.

Legal regulation of workers' health and safety at work and learners' health and safety at learning place differs cover the issue in a disjointed way.

Workers' right to have safe and healthy working conditions is guaranteed by the Constitution of the Republic of Lithuania and the Law on Safety and Health at Work. The employers' duty is to provide such conditions and health and safety requirements of the workplaces and methods of their implementation are determined by the mentioned law and many other special regulations.

The Law of Education requires the learning environment at the schools and the learners' learning load to meet public health (hygiene) norms. Requirements for learners' safety and health are determined in other legislative acts, but these acts, unlike the special workers' health and safety regulations, are of a generic character. Special requirements for pupils' safety and health are determined in the Lithuanian Hygiene Norm HN 21:2010 Comprehensive School Common Health Safety Requirements. The Law on Minimum and Medium Supervision of the Child aims to create a system of socialisation, education and varied forms of assistance for children with behavioural disorders that would help them to overcome such behaviour while respecting their rights, vested interests and public safety needs. Obviously requirements of these legal acts at each school should be applied in consideration of local factors and individual treatment of cases.

The case study presents preventive practice at the Vilnius Pilaites Secondary School. The school was founded in 1992 in a newly built district of Vilnius. Currently the teaching staff of the school consists of 67 teachers. In 2008–2010 more than 800 pupils were learning at the school.

Aims

Aims of the action at the Vilnius Pilaites Secondary School are:

- to develop teachers' and pupils' understanding of social risk factors influencing their health and safety
- to bring in a system to prevent bullying, violence, delinquency, use of alcohol, tobacco and drugs, etc.
- to educate and involve the school community in the preventive work
- to make the school safe and healthy for staff and pupils.

Action

What was done, and how

This programme links together a variety of related issues into one approach for the school. It recognises the links between issues such as drug and alcohol abuse and bullying, for example. It recognises that bullying by pupils is as issue that affects staff too. It uses aspects of the school curriculum to tackle the issues. But it recognises that the school cannot act on these issues alone, and there needs to be cooperation with the local community and links made to relevant programmes of NGOs etc. It recognises that staff, pupils and parents need to have a participatory role for actions to be effective.

Function of class teacher

Health and safety requirements at the secondary school are implemented according to appropriate legal acts (the Law on Safety and Health at Work and other regulations on occupational safety and health, the Law of Education, the Law on Civil Protection, the Law on Fire Safety etc.). Making a school safe and healthy for staff and pupils is the task of the whole school community. The person most directly responsible for the pupils' health and safety at school is the class teacher assigned to a particular class. In general the class teacher's responsibilities are related to monitoring and supporting the subject-specific and social development of the pupils. The class teacher also performs a central role when it comes to the pupils and the school–home cooperation.

The class teacher's function requires him/her:

- to be familiar with the requirements of occupational safety and health, fire safety, electrical safety, traffic safety, environment protection
- to present the rules of pupils' behaviour to the students
- to develop an awareness of a healthy lifestyle and skills and behaviours related to safe work
- to organise instructions on health and safety and traffic safety before class trips or other events
- to monitor school attendance

- to collaborate with the school social worker when solving problems relating to pupils' families
- to collaborate with parents
- to inform other teachers about pupils' individual abilities, their personality traits and any problems that may arise.

These obligations mean that a class teacher plays the major role in ensuring pupils' health and safety at school and during various events related to the educational process.

However, solving all problems related to ensuring pupils' health and safety is beyond the scope of a class teacher or even the school itself, since a pupil's environment is not limited by the school and related events. Children and teenagers are also influenced by family, friends, organisations in the community, TV, the Internet and other factors. These factors are constantly changing, together with the development of state policy, the economy and overall society, and determine young people's attitude and behaviour in the society, including the school community. Obviously successful management of these factors, particularly when solving safety and health problems at school, first of all depends on the teamwork of all parties able to influence the education process.

Bullying Prevention Programme

The Lithuanian Children's Line is a service providing psychological assistance for children and teenagers. The service is directly involved in solving problems arising from difficulties in the relationships between a child and his/her parents, friends and teachers, from various conflicts, learning difficulties, etc. In February 2004 the service started a campaign entitled 'Stop Bullying'. It aimed to increase public awareness of abuse among children and teenagers, motivating children, parents, teachers and other people working with children not to be ignore this phenomenon and to search for methods of prevention.

The Vilnius Pilaites Secondary School was the first school where the Bullying Prevention Programme was actually implemented, in cooperation with Children's Line and a company known as Cilija. The idea of the programme arose from an investigation of bullying at the Vilnius Pilaites Secondary School and another comparable (unnamed) school. The investigation showed that 73% of surveyed pupils of forms 4–10 bullied their school fellows once or more every two months and 64.5% had been victims of bullying. The most prevalent forms of bullying were slander (61% of answers), threats (57% of answers), name calling (57%), pushing (38%) and verbal insults (29%).

The programme ran from May 2006 until the end of 2007. The programme coordination team was made up of representatives of the pupils, teachers, management and parents. Representatives of Children's Line participated in the coordination team meetings. To improve implementation of the programme an Internet conference was held for the members of the school community. Anti-bullying training for school staff was held at the end of August 2006. Special training sessions for teachers, pupils and their parents were organised throughout the programme. A School Bullying Reduction Strategy was developed. Its main principles are:

- Each member of the school community should be aware of the type of behaviour that constitutes bullying.
- The school should respond to any case of emotional, physical or indirect bullying.
- Stopping bullying is the responsibility of each member of the school community: parents, teachers, pupils and management.
- The school strives to create friendly interaction and a safe environment for all members of the school community.
- Each member of the school community should obtain information on implementation of the School Bullying Reduction Strategy.
- The school will create an open atmosphere: pupils, their parents, teachers and other members of the school community should have the opportunity to talk about instances of bullying.
- Bullying is a learned behaviour and can therefore be replaced with another more socially acceptable behaviour.

- Models of adults' positive behaviour and their respectful interactions with one another are very important factors in bullying prevention.

School Team for Preventive Work

The next step of preventive work at the school was establishing the School Team for Preventive Work. It was set up in accordance with the Law on Minimum and Medium Supervision of the Child and its regulation was approved by the school principal in October 2008. The team mission is to help prevent misdemeanours, misuse of alcohol, tobacco and drugs, violence against peers and teachers and delinquency, to implement preventive programmes on these topics, and to help educate the school community on these topics. The preventive work is aimed at pupils, teachers and parents.

The School Team for Preventive Work consists of:

- the deputy principal
- a psychologist
- the school social worker
- two class teachers
- one primary teacher
- the head of the library
- inspector for minors' affairs.

The tasks of the team are:

- Analysis and planning of the preventive work, implementation of preventive projects concerning misdemeanours, use of alcohol, tobacco and drugs, violence against peers and teachers, delinquency, implementation of social help for children, etc.
- Education of the school community in protection of children's rights, prevention of offences, pupils' engagement, etc.
- Organisation of educational assistance for pupils, teachers and parents.
- Preparation of annual reports of the preventive work and presentation of suggestions on its improvement to the principal.
- Presentation of suggestions on improvement of measures of minimal supervision of children to the municipal team for coordination of preventive work.

The School Team for Preventive Work holds meetings twice a month or more often if necessary.

Pupils permanently violating discipline are invited to the meetings of the School Team for Preventive Work where their behaviour is discussed and educative or disciplinary sanctions determined in the *Rules of Pupils' Behaviour* could be applied.

Rules of Pupils' Behaviour

The main document regulating pupils' behaviour at school is the *Rules of Pupils' Behaviour,* prepared by the School Team for Preventive Work in 2008. This document also serves as a basis for the team's activity.

The *Rules of Pupils' Behaviour* are based on the provision of the Law on Fundamentals of Protection of the Rights of the Child: 'A child is a member of society and in availing himself of his rights he must observe the established norms of behaviour, provisions of the Constitution of the Republic of Lithuania and the laws and respect the rights of other people.' The Rules determine pupils' rights, obligations and forbidden actions, incentives and educative or disciplinary sanctions. In the case of pupils' bullying, use of alcohol, tobacco or drugs or other offences, pupils, their parents, teachers and other members of the school community can appeal to the tutor, any member of the School Team for Preventive Work or the management.

Measures of encouragement/incentives are:

- verbal praise
- written thanks, certificate
- leisure trips, excursions or other events
- gift or prize.

Educative sanctions are:

- verbal notice for the pupil
- appointment with the pupil
- written notice to the pupil's parents
- public apology to the injured person.

Disciplinary sanctions are:

- written note for the pupil
- reprimand for the pupil
- stringent reprimand for the pupil
- written notification of the police
- appeal for the use of measures provided by Law on Minimum and Medium Supervision of the Child
- recommendation of the school council or the teachers' council to take the pupil's name off the school roll.

Other preventive programmes and events

The other form of preventive work at the Vilnius Pilaites Secondary School is organisation and active participation in various preventive programmes, some of which are listed below.

Sight programme for prevention of use of psychoactive substances (from 2006). The programme aims at building skills for communication, decision-making, critical thinking etc., providing information on the effects of psychoactive substances, the development of legal self-awareness, presentation of alternatives to the misuse of drugs, boredom and alienation. Active methods (discussions, games, video, team and individual work, etc.) are used instead of didactic training. Preventive measures are organised according to the age group targeted. In 2009 a group of pupils with the assistance of teachers developed and issued a preventive calendar of the school entitled *Why Life's Worth Living*. The programme is supported by the Ministry of Education and Science and the Vilnius Municipality.

Elder Friend programme of children and youth socialisation (from 2002). This preventive programme is aimed at reducing social alienation and aggression among pupils. Voluntary friendships between older and younger pupils are organised under professional supervision. The contact with the older person helps pupils to fit in better, to develop their skills, and to form a mature and responsible personality.

Get stronger by getting to know yourself programme of children and youth socialisation (summer vacation time) (from 2003). The programme is designed for socially supported pupils in forms 1–4 and children from the families on low incomes. The camps are organised to combine purposeful leisure with social-psychological sessions, personal hygiene lessons and other activities aimed at holistic development of the young people. Pupils are trained to recognise and manage their emotions and their interpersonal communication skills are developed.

Mentor preventive programme. The Mentor Foundation is an international non-government not-for-profit organisation seeking to identify, support and share information on effective practice for the prevention of drug misuse and the promotion of health, opportunities and protection for young people. National organisations in Colombia, Germany, Lithuania, Sweden, the United Kingdom and the USA operate as a part of the Mentor Family and work to support the implementation of the overall strategy

and mission of the Foundation. They also run field-based programmes and projects in their own and other countries. The Mentor preventive programme at the Vilnius Pilaites Secondary School was implemented for three years. The selected practical solution was a preventive method when each pupil's life skills were developed by the individual communication with the mentor. Employees of the SEB Bank and the law firm Lawin participated in the programme as mentors. A pair meets every other week all year round under assistance of the programme coordinator. They need to perform some appointed tasks but they themselves can decide what they want to do for the rest of the time. This method gives the teenager exposure to the world of working people, and provides the chance to follow a positive model, to develop their own system of values together with the mentor, to explore some important questions and enjoy a relationship with a mature friend. On the other hand, workers participating in the programme gain a great deal of new information on contemporary teenagers – future clients and employees, get new communication skills and expand their vision of the world. Pupils and mentors are supported by the national organisation Mentor Lithuania.

Olweus Bullying Prevention Programme. This programme was designed for use in secondary schools seeking to reduce existing bullying and to prevent the development of new problems among pupils, to improve pupils' relationships at school, and to create a safer and more effective learning environment. The programme is based on the results of the systematic bullying research initiated by Dr Dan Olweus, a professor of psychology from Norway. The first version of the programme was developed as a result of the national campaign against bullying at schools in Norway in the mid- 1990s. During the subsequent large-scale projects the prevention programme was evaluated, improved and expanded several times ensuring successful prevention of bullying at Norwegian schools. The Olweus Bullying Prevention Programme was also implemented over two decades in many schools in Sweden, Germany, the United States and other countries round the world. Implementation of the programme in Lithuania started in 2008 and the Vilnius Pilaites Secondary School was one of the first schools involved. The first stage of the programme was designed for adults in order to train them for the full programme implementation. The school staff were taught to observe the situation, to recognise bullying and violence, to intervene in case of problems, to inform pupils and their parents, to create a safer and more effective learning environment at the school. Now the next components of the Olweus Bullying Prevention Programme (individual-level, classroom-level and community-level) are on the agenda. Reductions of 30–50% in bullying could be expected.

Every year the Vilnius Pilaites Secondary School arranges many events engaging not only pupils, teachers and parents but also other members of society. Events include 'We Are Anti-Addiction' week and 'Doing good Days'; and a 'Month without Violence against Children' is also held. Thus various groups in society are reminded about the overall problems at and near the school, possible solutions are suggested and communication among members of the local community is promoted.

In 2009 pupils of the 10th form were involved in developing the *Pupil's Honour Code* based on the school's experience. The code calls on pupils to respect human beings and human work, to fight against violence and bullying, to care for their own and other people's safety and health, to respect laws, to protect nature, etc.

Information on the school, education process, school community (staff, pupils, school organisations including the School Team for Preventive Work), programmes, projects and events, achievements etc. is presented on the school's website.

Outputs

- Appointment of class teachers in the pilot school
- Development of the School Bullying Reduction Strategy
- Establishment of the School Team for Preventive Work
- Revised and newly prepared Rules of Pupils' Behaviour of the Vilnius Pilaites Secondary School
- Training of the school staff for the full implementation of the Olweus Bullying Prevention Programme.

What was achieved

- New practical experience on how to recognise violence and bullying and how to respond to them
- More coordinated action of the school staff when solving various safety and health problems at school
- More motivated and peaceful and less aggressive pupils
- Decrease of number of pupils permanently violating discipline from 28 in the school years 2006/2007 and 2007/2008 to six in the school year 2008/2009
- Safer environment not only for bullied pupils but also for all pupils
- Safer working environment for school staff
- Some involvement of parents and other members of society in solving school safety and health problems.

Problems faced

- Lack of specific legal acts regulating students' safety.
- Difficulties in engaging and involving parents.
- The need for community participation in the preventive activities as well as the school.

Success factors

- The permanent ambition of the school management to educate pupils on moral principles and rules of law is an essential part of the health and safety policy of the Vilnius Pilaites Secondary School
- Linking together different issues into a combined approach for the whole of the school community
- Finding opportunities in the school curriculum to embed the issues
- Establishment of special team for preventive work at school (the School Team for Preventive Work) in order to consolidate efforts of people involved in this work
- Direct involvement of pupil, for example, to establish the Code of Conduct
- Systematic analysis and planning of the preventive work, application of various preventive methods adapted to particular needs of the school
- Variety of preventive programmes intended to involve pupils, teachers and parents into preventive work are implemented
- Provision of resources, including teacher training, to support implementation
- Support from and partnership with the Ministry of Education and Science, the Vilnius Municipality, business and public organisations. Links to external programmes of NGOs.

Transferability

The described preventive practice at the Vilnius Pilaites Secondary School can be transferred to other secondary or high schools as it is based on the improvement of management factors of the students' environment. The first stage of such management is assessing the situation at a particular school and thus determining its needs. Then a combination of described measures could be selected and implemented at the school. Information on these measures is accessible by Internet or other sources. In effect, implementation of the preventive practice depends on how aware the management is of the problem and the need to solve it.

Further information

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References

Vilnius Pilaites Secondary School: http://www.pilaitesmokykla.lt/

Olweus Bullying Prevention Programme: http://www.olweus.org/public/index.page

Mentor. http://www.mentorfoundation.org/index.php

3.7. Case 7: Källby Gård – A secure and safe school, Sweden

Organisations involved

Källby Gård School

Description of the case

Key points

- Källby Gård primary school has set as a priority to provide a secure and safe environment for pupils
- The school's approach relies on active safety education though risk assessments performed by pupils
- Local partnerships have been established
- Several opportunities are offered to foster pupils' active participation as well as parents' involvement.

Introduction

The school setting can be seen as an occupational environment where future employees and employers develop their physical, social, cognitive, moral and ethical skills. Pupils are often exposed to similar physical and psychological hazards as workers. This concept is reflected in the Swedish Work Environment Authority Act (1978), which is focused on preventing ill-health and accidents in the workplace. This act considers pupils as employees. The Act stipulates the school principal's responsibility for the pupil's safety and security while at school.

Källby Gård is a primary school with an average roll of approximately 400 pupils, from one to 12 years old. It employs around 60 teachers and support staff and is located in the mostly rural and touristic area of Götene, Sweden. In 1994 Källby Gård looked at developing the school to be more stimulating and interactive for the pupils through creating a safe environment that focused on reducing the risk of injury, in line with the Swedish Work Environment Authority Act (1978).

Aims

To create a good teaching environment that the pupils experience as safe and secure and creates the best learning conditions.

What was done, and how

Källby Gård's vision was to reduce accidents and injuries on their school site and construct a creative environment for their pupils. To do this the school implemented a plan of action, outcome and process evaluation to improve and maintain safety. The approach combines risk education and skills development with the active participation of children with their teachers in the process of managing health and safety in their own learning environment.

In order to increase engagement, pupils are actively encouraged to participate in the school environment, identify risks and come up with solutions. Twice a year the pupils and staff join together and go throughout the school to investigate and identify anything that is unsafe, unhealthy and unpleasant, or has the potential to be so. To do this pupils and staff complete a simple checklist with eight categories including:

- ventilation
- lights
- ambient temperature (hot/cold)
- the classroom
- details
- playground
- atmosphere/relationships
- others.

Once the risks have been identified, each individual involved writes a report including proposals for improvement; this list is handed over by the student safety controller to Källby Gård's working environment committee which consists of students, teachers, the rector, parents and leaders from the community. The deficiencies are listed and a working environment tour is carried out to determine which corrective measures are required. Together the committee lists all of the deficiencies in rank order, based on budget and available personnel. The working environment committee then assigns each of the tasks, according to how it will be done, who will do it, by when, and how it will be verified. All projects are double-checked during the next semi-annual inspection.

Other opportunities for pupils to get involved in participatory activities and influence decision-making include a number of different councils consisting of the school principal, members of staff and parents:

- Working Environment Committee
- Pupils Councils
- Food Councils
- Break Councils
- Pupils' Safety Controllers.

School environment redesign

Källby Gård has completely redesigned the school environment so that it is a place of adventure and creativity for all pupils; this was done through incorporating the pupils' ideas under the guidance of safety and design professionals. Physical activity is also encouraged in every class and there are a number of activities to promote health. These include a 'jump year' encouraging skipping, pupils tracking the length they have walked on a map of Europe and collaborations with local sports clubs. The traffic environment around the school was identified as a hazard, so the local parent committee introduced a local rule for the use of cycle helmets in August 1997.

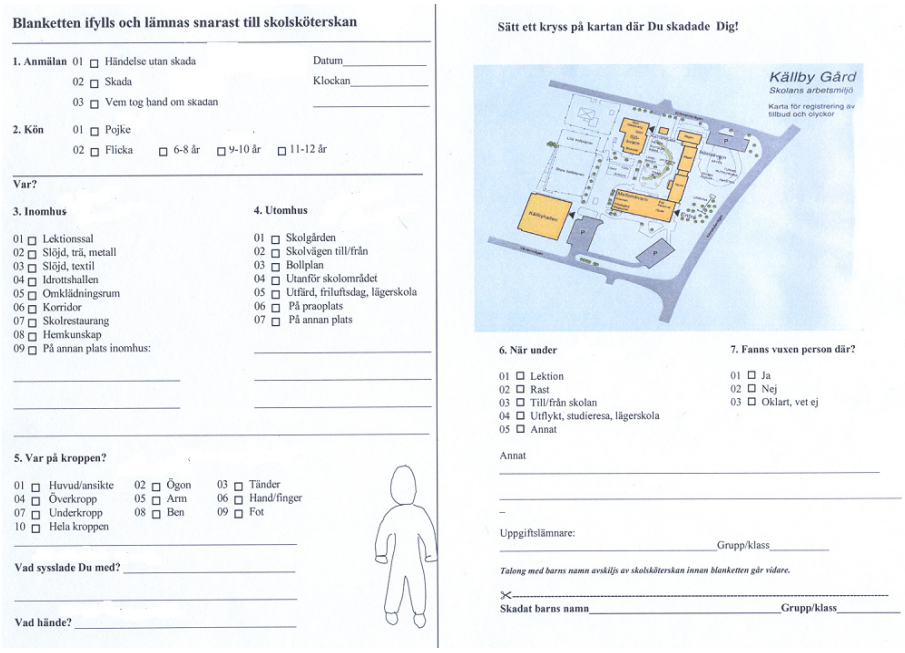
A special sub-committee has been created involving both adults and pupils that deals with bullying and violence. Staff are educated in conflict management. This reduces and resolves pupil conflicts and encourages a climate of cooperation and positive behaviour. Some staff members, easily identifiable to the pupils as they wear bright yellow jackets, supervise pupils during break time to ensure their safety while in the playground.

Accident and close call reporting and evaluation

A form has been created to report accidents and close calls and to classify injuries and close calls reported, from minor to serious injuries (see Figure 6). This form is used to report any injury or close calls, from a graze on the knee to more serious injuries. The form records information on where the injury occurred on the body, type of injury, why it happened, at what time, who takes care of the pupil, his/her age and gender. The form is routinely filled out by pupils whenever anything happens. The form is then reviewed by the school nurse or another member of staff. Then the injury is recorded using pins (blue for boys, red for girls) on a map of the school, which is stuck to the wall.

This method allows a visual representation of where most of the injuries or close calls occur. Identifying these 'injury hot spots' enables staff to be aware of the potential hazards and allows the special working environment committee to make the necessary changes to reduce those hazards. The forms are filled out by the school nurse, or another staff member, with the pupil, and the process of filling out the form and the subsequent dialogue between the pupil and the nurse is designed to elicit some reflection from the pupils. Questions such as 'Why did it happen?' and 'How could I have avoided this?' are asked. This small but simple lesson in safety promotion is essential for the children, raising their awareness of risks and how to avoid them.

Figure 7: Accident reporting form at Källby Gård school



Blanketten ifylls och lämnas snarast till skolsköterskan

1. Anmälan 01 ☐ Händelse utan skada — Datum_____
02 ☐ Skada — Klockan_____
03 ☐ Vem tog hand om skadan _____

2. Kön 01 ☐ Pojke
02 ☐ Flicka ☐ 6-8 år ☐ 9-10 år ☐ 11-12 år

Var?

3. Inomhus
01 ☐ Lektionssal
02 ☐ Slöjd, trä, metall
03 ☐ Slöjd, textil
04 ☐ Idrottshallen
05 ☐ Omklädningsrum
06 ☐ Korridor
07 ☐ Skolrestaurang
08 ☐ Hemkunskap
09 ☐ På annan plats inomhus: _____

4. Utomhus
01 ☐ Skolgården
02 ☐ Skolvägen till/från
03 ☐ Bollplan
04 ☐ Utanför skolområdet
05 ☐ Utfärd, friluftsdag, lägerskola
06 ☐ På praoplats
07 ☐ På annan plats _____

5. Var på kroppen?
01 ☐ Huvud/ansikte 02 ☐ Ögon 03 ☐ Tänder
04 ☐ Överkropp 05 ☐ Arm 06 ☐ Hand/finger
07 ☐ Underkropp 08 ☐ Ben 09 ☐ Fot
10 ☐ Hela kroppen

Vad sysslade Du med? _____

Vad hände? _____

Sätt ett kryss på kartan där Du skadade Dig!

Källby Gård
Skolans arbetsmiljö
Karta för registrering av tillbud och olyckor

6. När under
01 ☐ Lektion
02 ☐ Rast
03 ☐ Till/från skolan
04 ☐ Utflykt, studieresa, lägerskola
05 ☐ Annat

7. Fanns vuxen person där?
01 ☐ Ja
02 ☐ Nej
03 ☐ Oklart, vet ej

Annat _____

Uppgiftslämnare: _____ Grupp/klass_____

Talong med barns namn avskiljs av skolsköterskan innan blanketten går vidare.

Skadat barns namn_____ **Grupp/klass**_____

The accident evaluation process at Källby Gård includes the mapping and labelling of injuries, as well as descriptions of what happened with strategies for avoidance. Injury and accident statistics are stored to show patterns of accidents, injuries and types of damage. These statistics are used to develop safety interventions. The injury data are mapped from year to year to find emerging trends to be addressed. These statistics are also used to measure the effectiveness of any initiatives implemented. Pupil feedback is gained through the use of questionnaires.

What was achieved?

Accidents and injury reduction

- Since its inception in 1996, Källby Gård's Secure Safe School Programme has achieved a significant reduction of incidents, accidents and injuries in all areas of the school, year on year.

- Detailed registration of all the close calls and injuries that have occurred since 1996 means the faults and risks can be resolved quicker and more effectively.
- The school has created a safe traffic environment around the school and cycle helmet enforcement processes have led to decreased bicycle accidents and head injuries.
- 95% of pupils now regularly use cycle helmets when cycling to and from school.

Participatory approach

- Pupils, parents and staff participate actively through committees that deal with health, psychological and physical risks and violence.
- An expectation document has been created detailing the responsibilities and expectations for staff, pupils and parents.
- The school has fostered a collaborative relationship with police, leisure organisations and the community to increase pupils' safety outside school.

Pupil satisfaction

- 90% of the pupils now feel safe and secure in their school environment.
- Staff are educated in conflict management, which reduces and resolves pupil conflict and encourages a climate of cooperation and positive behaviour.

Awards

- Källby Gård was first in the world to be awarded the title of Safe and Secure School in 2003 through meeting the WHO (World Health Organisation) criteria. These criteria were evaluated by a team of International Safe Schools Committee Members and Källby Gård was designated in the top tier of 'International Safe School'.
- The School was also awarded a Good Practice Award by EU-OSHA in 2006.

Success factors

- Having the initiative led from the top, where the principal drives the process, through encouraging a positive atmosphere among the staff and pupils and involving the pupils in the development and implementation of initiatives to promote a safe and secure school environment.
- Making occupational safety and health is now a key component of the school's culture.
- Creating a safe and engaging teaching environment full of challenges and activities for the pupils which integrates risk prevention into a pedagogical approach.
- Multi-level collaboration and participation in the programme which includes pupil, staff and parental involvement.
- Using partnerships and developing relationships with the local community.

Transferability

The collaborative, participatory nature of Källby Gård's safe school programme means it can be applied to different schools in different countries. Since implementation and development of Källby Gård's safe school programme, the school leaders, playground designers and others involved have received and accepted invitations to train over 50 other schools within Sweden and Estonia. Schools are structures that can promote safety education and injury prevention, implying that these messages could have an influence on the greater community through social marketing.

Further information

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References, resources

Presentation on the work environment at Källby Gård school
www.safecommunity.net/Conferences/Helsinki/Safe1.pdf

Interview with Eva Cardell, Principal of Källby Gård
www.enetosh.net/webcom/show_article.php/_c.../_nr.../i.html

International safe schools programme www.intlsafeschools.com/Kallbygard.htm

3.8. Case 8: A Whole-School Approach to a healthy school, United Kingdom

Organisations involved

- Department of Health (DH)
- Department for Children, Schools and Families (DfCSF)
- Bourne Community College

Description of the case

Key points

- Health Promoting Schools aim to promote a safe social environment or climate in schools
- The National Healthy Schools' Programme, lodged within the Whole-School Approach, provides a model for partnership working between health services, local authorities and schools, with the aim of promoting a coherent and holistic message about the importance of choosing a healthier lifestyle
- The college achieved results across all levels by engaging all stakeholders, providing support to staff, improving on the learning process, transferring the message to the community, improving on the school environment and developing the students.
- Strong leadership was combined with extensive consultation.

Introduction

The value of health promotion programmes operated through schools is well recognised. There is better success for these programmes when they embrace a wider, more inclusive process. For example, when students and parents are highly involved in these types of programmes, there is likely to be more significant improvement in health-related behaviours (Bartlett, 1981; Davis and Cooke, 2007).

Health Promoting Schools also aim to promote a safe social environment or climate in schools. This in turn facilitates learning by pupils and better social lives for both teachers and pupils by being more open to problems, establishing more trust between teachers and pupils, and reducing anti-social

behaviour such as bullying (Havlinova and Kolar, 2005). In addition, school programmes involving activity in more than one domain (i.e. curriculum, school environment and community) were effective in changing young people's health or health-related behaviour (Stewart-Brown, 2006).

Schools that wish to promote healthy practices are encouraged to use a Whole-School Approach involving the Whole-School community (DH, 2005). This is especially relevant as young people are more likely to cope better when all facets of their environment are linked, such as their community, their schools and their families (Gray et al., 2006).

In the United Kingdom, the Whole-School Approach introduced a system to address issues that is more likely to generate long-lasting results. This is based on the premise that when schools and parents own and drive changes within the school environment, any improvements arising from these changes become self-sustaining within the schools. Further, depending on the systems introduced, they are able to maintain high levels of equity as well as improve standards (Department for Education and Skills (DfES), 2005). The Whole-School Approach allows the education system to concentrate on the needs of the individual – with educational processes adapted to each child's needs and allowing parents to have an input in how schools are run (DfES, 2005).

The National Healthy Schools' Programme, lodged within the Whole-School Approach, provides a model for partnership working between health services, local authorities and schools, with the aim of promoting a coherent and holistic message about the importance of choosing a healthier lifestyle (DfCSF, 2007). In particular, it allows children and young people to have input into processes and access to support services, while facilitating better working relationships with parents or carers and local communities, with a final outcome of sustainable change.

As the holistic style of the Whole-School Approach focuses on all aspects of the school: the pupils, the teachers, the parents, the curriculum and what happens during the day when at school, the following ten elements are central:

- Leadership, management and managing change
- Policy development
- Curriculum planning and resources, including working with outside agencies
- Learning and teaching
- School culture and environment
- Giving children and young people a voice
- Provision of support services for children and young people
- Staff professional development needs, health and welfare
- Partnerships with parents/carers and local communities
- Assessing, recording and reporting children and young people's achievement

Further, in order to meet the criteria for National Healthy School status, a school is required to concentrate on four themes:

- Personal, social and health education (PSHE)
- Healthy eating
- Physical activity
- Emotional health and well-being

In summary the Whole-School Approach:

- Develops an ethos and environment that supports and promotes physical and emotional health and well-being
- Allows the views, skills and experience of the Whole-School community to contribute to achieving National Healthy School Status
- Places children and young people at the heart of learning and teaching
- Increases participation and builds collaborative partnerships
- Supports schools in demonstrating their contribution to the five 'Each Child Matters' (ECM) outcomes for children and young people
- Is an effective, evidence based, school improvement mechanism that brings about and embeds cultural change in schools

- Leads to real and sustainable changes to improve the physical and emotional health and well-being of children, young people, staff and parents/carers (DfCSF, 2007, p. 8).

This case study presents one outcome that was pursued as part of the 'Staff professional development needs, health and welfare' aspect of the full programme. It outlines the actions of the Bourne Community College in addressing bullying on its premises.

Aims

The intervention was aimed at improving the health and well-being of children and young people, and specifically:

- to support children and young people in developing healthy behaviours
- to help raise the achievement of children and young people
- to help reduce health inequalities
- to help promote social inclusion.

Action

What was done, and how

There are clearly defined steps in the Whole-School Approach, and these include:

1. Setting up a Healthy Schools task group
2. Conducting a needs analysis and identifying gaps
3. Planning outcomes and actions
4. Implementing change
5. Monitoring
6. Review
7. Achieving National Healthy School Status

The staff professional development needs, health and welfare element of the Whole-School Approach encompasses the professional development needs, health and welfare of all adults working in the school including teachers, administrative staff, learning and teaching mentors, teaching assistants, premises managers and cleaning staff.

In 2001, the DfES identified Bourne Community College as a 'School in Challenging Circumstances'. This was illustrated by the decline in exam results at Key Stages 3 and 4,[1] the decline in staff morale and student self-esteem and the low involvement of parents with their children's learning. Further, the college is located in an area with a high level of deprivation, facing aggressive parents, conflict from the community, poor attendance, truancy, inappropriate classroom behaviour and low levels of aspiration. Many of the approximately 650 students on the roll have social and emotional or learning difficulties.

Engagement

One of the first steps was to involve all of the stakeholders in the change processes. This was achieved through the formation of:

- A School Change Group with representatives from pupils, parents and carers, teachers and governors.
- A Senior Leadership Team with devolved responsibilities covering areas of improvement on the curriculum, student support, staff professional development and business management.

[1] A Key Stage is a stage of the state education system in England, Wales, Northern Ireland and the British Territory of Gibraltar setting the educational knowledge expected of students at various ages. http://en.wikipedia.org/wiki/Key_Stage http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ExamsTestsAndTheCurriculum/DG_1001301

Assessing the problems

In order to determine how best to move forward, the college needed to find out what was not working well.

Surveys, questionnaires and extensive consultation exercises were used to assess the issues. The college could then proceed based on the information generated.

Providing support

One issue identified as central to improving the school was the provision of support for staff. Staff who are supported are more likely to feel good about themselves as well as feel enthusiastic about their role. This facilitates better and more productive relationships with the students, parents and the wider community. Improvements in staff well-being were achieved by:

- Managing stress
- Encouraging a healthy work–life balance
- Encouraging optimism
- Instilling confidence
- Allowing more time for continuing professional development
- Appointing Student Support Managers to provide an interface with parents and carers
- Encouraging teaching staff to prepare all lessons in advance to a high standard, so that Cover Supervisors who are on full-time contracts can manage classes when teachers are unavailable
- Introducing staff coaching and in-service training to 'up skill' all staff.

These steps led to a very positive school ethos that in turn had positive effects within the wider community.

The learning process

As learning is the key output of an educational environment, it was one of the focuses of improvements within the college. One successful programme is 'Behaviour for Learning', wherein teaching and support staff encourage positive relationships and set out clear expectations about issues such as uniform, attendance, punctuality and achievement. The staff set the example by displaying positive behaviour, using appropriate language, showing respect, and wearing smart, professional attire. These actions show that they 'practise what they preach' and thereby serve as excellent role models.

In addition, the staff closely monitor the emotional health and well-being of the pupils across all the different but inter-linked facets of school life. They accept that what happens at home, in assembly, on the football or hockey pitch or on the school bus has a great impact on how the students grow socially and personally and how they learn in class.

The college introduced a Reward Scheme, which commends all pupils who 'try hard' rather than just those who are top achievers. This scheme encourages students to do their best at all times. In addition, the teachers promote students' self-awareness, empathy and social skills, positive behaviour and high attendance during personal health and social education (PHSE) lessons and also when the pupils meet as a class with tutors. The teachers have also set up a number of issue-related groups, which have proven very popular and effective amongst students. These include a school council, anger management and conflict resolution, an anti-bullying text message system known as 'Bourne beats bullying', created a 'buddy system' and trained prefects to be peer mediators.

Transferring the message

The students are encouraged to carry and use their new positive school values when at home. In addition the teachers, in partnership with the Local Authority and local health professionals, arranged family learning evenings, which allows engagement with the wider community and helps to promote a positive perception of the college.

Student personal development

The students help the teachers in promoting healthy eating practices within the school's own catering service. They help in the design of healthy menus and in running a breakfast club. In addition, the teachers have redecorated the dining hall to make it more attractive and welcoming. The staff encourage the students to be more involved in physical activities by making greater use of the Bourne community leisure centre, by introducing the Duke of Edinburgh award scheme, and by introducing a range of different sports into the curriculum: sailing, water sports and dance competitions. These changes in focus also help to make physical activity more appealing to the students.

The environment

The physical state of the school building negatively affected the mood and attitude of all staff and students, as it badly needed to be repaired. The staff decided to do a school 'makeover'. Staff now take greater ownership of the appearance of their teaching areas, and corridors are much brighter and more inviting with students' work displayed on walls. There is more focus on creating a welcoming entrance, which celebrates student learning and achievements and student ambassadors now meet and greet visitors to the college in a variety of languages reflecting its MFL (modern foreign languages)/English combined specialist status.

Outputs

- In November 2006, the school was declared 'outstanding' in every category by an Ofsted inspection[2]
- The creation and implementation of written and defined policies:
    - Anti-Bullying Policy. (2010; http://www.bourne.w-sussex.sch.uk/antibullying.pdf)
    - Behaviour For Learning Policy (2010; http://www.bourne.w-sussex.sch.uk/BEHAVIOUR%20POLICY.pdf)

What was achieved

- The Whole-School Approach encouraged by the National Healthy Schools Programme has made a huge difference to both student and staff attitudes towards learning.
- There is now a willingness to engage, students have a sense of self-belief and are healthier, happier and more confident because they are in a more supportive school environment.
- Staff morale has rocketed, exclusions are now few and far between and student aspirations have soared, with over 90% now progressing to Further and Higher Education.
- The school is now oversubscribed and is predicted to remain so in the future.
- The school perceives that the programme is about constant improvement, and reaching National Healthy School Status is just the beginning of a continual process of promoting good practice.

Problems faced

- The college is located in an area with a high level of deprivation.
- The parents were initially aggressive.
- Conflict existed within the community.

[2] Ofsted – the office for standards in education, children's services and skills, that regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. http://www.ofsted.gov.uk/Ofsted-home/About-us

- The students had poor attendance, were likely to engage in truancy, have inappropriate classroom behaviour and did not wish to aspire to better conditions.
- Many of the students had social and emotional or learning difficulties.

Success factors

All relevant parties (e.g. students, teachers, parents) worked together to improve on processes and practices that were not productive or that did not produce good outcomes.

A systematic approach included a senior leadership team and a working group involving pupils, staff, parents and carers and school governors.

Extensive consultation was used to assess the problems and what could be done.

Transferability

The National Healthy Schools' Programme is transferable to other schools within the United Kingdom or within other countries, without modification as it involves assessing the issues relevant to each particular school. It assesses the cultural, economic or social environment and determines what can be achieved. Bourne College implemented many of the principles of Health Promoting Schools, in particular to set realistic goals that are based on accurate data and sound scientific evidence (IUHPE, undated). It conducted surveys and consultative exercises to gain specifics on the problems before deciding how to move forward. Such a process ensures that issues are addressed, rather than making assumptions that may be erroneous.

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4. Snapshots

4.1. Whole-School Approach

4.1.1. Snapshot 1: 'Good healthy schools' – an innovative approach to promoting health and safety in schools, Germany

Lead organisation

North-Rhine Westphalia Unfallkasse (accident fund) and other Healthy Schools

Aims

The 'Good Healthy Schools' approach is to enable schools to enhance the overall quality of the education they provide through the health interventions based on a comprehensive, integrated concept of health. The broader aims in relation to health promotion and prevention in schools include:

- Increasing the importance given to health and safety and health promotion in everyday school life and bring it to the centre of debates concerning the development of schools and quality;
- Tackling the conviction that health promotion and prevention in schools and for schools is not important. These are mostly seen as additional tasks that can be tackled only if there is the time and inclination;
- Encouraging the decision-makers and promoters to take an integrated approach to health and health promotion;
- Encouraging politicians and schools is to see the maintenance and promotion of health as an interdisciplinary task rather than as a task primarily for the health sector, thereby raising awareness that health and health promotion concern schools and teachers.

Key elements

- The 'Good Healthy Schools' approach is based on an integrated concept of health that links health and health promotion with schools' core tasks and development tasks. The point is not merely to ensure that the subject of health is covered at schools but also to improve the overall quality of schools through health.
- This approach seeks to promote 'good and healthy schools'. A good and healthy school agrees on its educational task, performs it successfully and this makes a contribution to education that has long-lasting effects.
- It produces good results, enjoys a good level of educational success and delivers good quality as a school, in its tuition and its health education. It ensures constant, long-lasting improvement in these areas by making extensive use of research findings related to health and education.
- 'Good healthy schools' is currently the most innovative and promising approach in school-based health work and has been implemented successfully by the Unfallkasse Nordrhein- Westfalen (North Rhine-Westphalia accident fund) and other institutions for many years.

Further information

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Reference

Hundeloh, H. and Paulus, P. (2009)_ 'Good healthy schools' – an innovative approach to promoting health and safety in schools, *Programme: OSH and education – Approaches to a successful cooperation*, ENETOSH, A + A 2009: Workshop. Available at:

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4.1.2. Snapshot 2: Prima Klima – A prevention programme for improving the class atmosphere in primary schools, Germany

Lead organisation

Unfallkasse (accident fund) Nord, Kiel

Aim

Preventing aggression and violence (pupils against pupils / pupils against teachers) in schools.

Key elements

Teachers are given instruction in:

- teaching non-aggressive conflict strategies
- improving social competences of the pupils
- promoting self-perception and perception of others
- non-aggressive communication

The programme also embraces modules for intercultural competence, gender awareness, conflict management (e.g. by installing so-called 'conflict pilots') and modules for parents.

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Reference

Overview available at:

http://www.uk-nord.de/de/nc/unfallkasse-nord/praevention-und-arbeitsschutz/seminare/suchergebnisse.html?tx_fscoursesregister_pi1%5Bcourse_id%5D=433&cHash=22d7859ebc

4.1.3. Snapshot 3: Building accident awareness for a lifetime, Greece

Lead organisation

DEMCON – Papasavas Nikos Explosive and Conventional Demolitions

Issues/aims

Combining health and safety education in schools with improved safety and accident prevention training through a partnership involving education, health and safety, and construction and demolition companies.

An accident prevention and awareness building programme was combined with a school repair programme across both primary and secondary schools in Achaia, Greece: 'FAOS – Building awareness for a lifetime' was a local partnership programme involving the private and public sectors which aimed to promote accident prevention at school. FAOS represents Concern for safety at school, Action to raise awareness for safe behaviour, Organisation for the mobilisation of the community in preventing accidents, Involvement for the creation of active core of volunteers.

Key elements

- Identification of safety problems
- Safety audits and assessment of school buildings
- Implementation of a recording system of accidents and potential accidents inside schools
- Awareness seminars for teachers and students
- Safety training for teachers
- Open conferences for the local communities
- Interactive workshops
- Creation of educational material
- Education programmes at schools
- Cooperation with specialised government authorities and NGOs
- Contacts with local businesses, unions and individuals for promotion and sponsorship purposes.

Further information

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4.1.4. Snapshot 4: Peripatetic health and safety teachers, Malta

Lead organisation

Health and Safety Unit, Directorate for Education Services

Aim

- Creation of a structured health and safety programme in state schools
- Provision of trained, peripatetic health and safety teachers to assist schools in OSH education and safety management in schools

Key elements

- Malta's Directorate for Educational Services includes a Health and Safety Unit, covering risk education and safety management in schools.

- External, peripatetic health and safety teachers are appointed to cover all primary and secondary-level schools.
- The main roles of health and safety teachers are to promote health and safety at school by teaching, to organise related activities and to help the head teachers to make their schools as safe as possible.
- Apart from teaching Years 4, 5, and 6 in the primary sector, the peripatetic health and safety teachers have laid emphasis on the upgrading of fire-fighting equipment and fire alarm systems. Evacuation drills have been planned and carried out in all schools in Malta and Gozo.
- Educational programmes include one on basic hygiene (with particular reference to AH1N1) for primary schools.
- In the secondary and post-secondary sector activities include safety audits, upgrading of fire-fighting facilities and fire alarm systems. Safety weeks, talks by the Malta Red Cross Society and seminars are also organised. Evacuation drills are planned and carried out.
- The on-going education of health and safety teachers takes place through regular staff development courses and on-site visits. The Health and Safety Unit of the Directorate for Education Services coordinates the work done and provides support and training to the health and safety teachers.
- The system for mainstreaming OSH into education in Malta, including the role of the Health and Safety Teachers, has been developed with the cooperation and support of the trade unions MUT, GWU and UHM.

Further information

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4.1.5. Snapshot 5: Safety for and by everyone, the Netherlands

Lead organisation

Roelof van Echten College, Hoogeveen NL

Issues/aims

- To involve everyone involved in the creation of a safe school
- Better safety awareness among students and personnel

Key elements

- A tailor-made health and safety policy
- First aid course
- Communication project ‘PR for safety’
- Prevention workers and coordinator

Description

The Roelof Van Echten College was created a few years ago by a merger of several schools. One of the challenges was to develop a single culture and vision of health and safety among the different schools. Each location has a prevention worker, and there is one overall coordinator who has two days a week to initiate and execute the health and safety policy. Seventy employees have a supportive function. The goal is to make safety everyone's business.

The school management believes in a tailor-made health and safety policy, not only because this is prescribed by Law ('Arbeidsomstandighedenwet') but mainly because they want to deliver quality. Therefore, the school has developed its own first aid course fulfilling both the official requirements of the 'Orange Cross' and the requirements inherent to the characteristics of the school activities. The participants will be able to treat cuts, strains and nosebleeds – injuries that are very common in a school environment. Staff who may be confronted with specific risks during courses such as teachers of sports, technical classes, physics, chemistry and practicals, have to follow the first aid course.

The organisation of the health and safety policy has raised the awareness among the employees of the school. In order to enhance this awareness, a communication project was developed, called 'PR for safety'. It involves the publication of articles on the website and the staff magazine, issuing information about safety to colleagues and organising emergency drills.

In order to overcome any reluctance concerning health and safety, the coordinator regularly explains what they are doing and the reasons for it. They aim to involve everyone in OSH projects and make them aware of their responsibilities.

Students as well as staff are highly involved in this project. Students and teachers regularly simulate situations in which first aid is required. In this way, both parties work together to make the school a safe place.

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Short description in Dutch on:

http://www.arbo-vo.nl/praktijkvoorbeelden/veiligheid-voor-en-door-iedereen

4.1.6. Snapshot 6: Online OSH – an interactive & informal OSH approach for both students and teachers, Romania

Lead organisation

'Viilor' Economics College, Bucharest

Issues/aims

- To provide general OSH knowledge as part of the curriculum but also in the form of personalised risk prevention training, both for the college's teachers and students
- To promote interactive methods of training thus avoiding formal, routine-based OSH teaching, for the college's teachers and students
- To ensure informal OSH training through IT tools that are student-friendly, easy to use and more attractive than the traditional teaching methods.

Key elements

- 'Viilor' Economics College provides training for students between 14 and 20 years of age, within both an industrial high school and a vocational school
- Industrial high school students graduate as technicians, accountants, merchandisers, tourism agents, event organisers, etc.
- Vocational school students graduate as waiters, cooks, confectioners, vendors, etc.
- The college participated in a series of EU partnerships and programmes
- The officer responsible for OSH, who is also head of the IT department and website administrator, carried out interactive OSH training for the college's students and teachers. A two-person IT team provides IT training sessions for the students and IT-based OSH lessons on specific topics, such as issues related to the use of new processing techniques in the food industry, the use of new household appliances, etc.
- Besides the legal procedures and requirements on OSH training stipulated by the law both for teachers and students, the OSH officer initiated a series of informal online OSH training sessions
- Materials used range from attractive posters and brochures on OSH issues to short animated movies, open discussions on right and wrong examples, simulations of emergency situations, and online training on new appliances used by students
- CD-ROMs are issued by the College IT team on various OSH/emergency situations with the participation of the teachers and students
- An online campaign entitled 'Invisible Enemies – identify them, fight them, stay healthy' against biological risks was held in 2009 concerning the management of waste disposal and the risk of water contamination with domestic waste.

Results

- An informal interactive student-friendly OSH approach
- An original OSH training method using IT
- A safety preventive attitude was built up by the help of IT instruments, both for students and teachers,
- Students and teachers were encouraged to identify the school and household activities related risks and to find preventive solutions.

Further information

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4.1.7. Snapshot 7: Effective leadership in a local programme, United Kingdom

Lead organisation

Healthy Schools

Issues/aims

The aims of the Healthy Schools programme are to:

- Demonstrate how Healthy Schools is having a positive impact on the lifestyles and well-being of children and young people (CYP)
- Demonstrate that Healthy Schools is equipping CYP with the skills and knowledge to make informed health and life choices and to reach their full potential
- Identify how the Whole-School Approach of Healthy Schools can contribute to school improvement
- Illustrate how Healthy Schools is having a positive impact on teaching and learning in schools.

The programme has influenced how the participating schools manage their curriculum time.

Key elements

- This 'Whole-School approach' means that the whole community will be involved: parents and carers, governors, pupils, non-teaching staff, professionals from other agencies as well as teaching staff.
- This evidence study draws on the experiences and feedback of Islington Local Programme with particular focus on leadership. Islington is a strong Local Programme and this is perceived to be the result of a solid team effort.
- During the two years up to 2009, the programme has moved from 12% to 97% of schools with National Healthy School Status (NHSS). It has also worked hard to build relationships to enable the programme to closely align with the wider local and national health and well-being agendas.
- The team in Islington focuses on improving outcomes for children and young people in this London Borough. This evidence study shows how this impact has been achieved, as well as providing key messages for other Local Programmes seeing to reinforce aspects of leadership.

Further information

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4.1.8. Snapshot 8: Student participation in school design: one school's approach to student engagement in the BSF process, United Kingdom

Lead organisation

Coventry University, School of Art and Design, Coventry, United Kingdom

Aim

To outline the methods used in one secondary school, given the pseudonym 'Park Wood', to involve students in a participatory process contributing to the creation of a brief for the design of their new school.

Key elements

- Park Wood is a mixed comprehensive school with humanities specialist status. It has approximately 1,460 registered students, making it a larger than average school
- The school involved students in the design process of their new premises through several methods, including a day-long 'Design your school' session, personal, social and health education lessons, participation in the school council and in-depth interviews
- Personal, social and health education lessons were used to canvass the opinions of all students. All students were asked to consider what they needed from the new school, not only in terms of the physical design of the building, but also the curriculum, learning styles, and how the new building could accommodate these.
- The 'Design your school' day took place in June 2007. Students worked in groups looking at features that were of particular interest to them. They collected images, ideas and written information on their chosen area. They also made visits to local places that had a reputation for good design. The students photographed, sketched and took notes. These were used to initiate the designs developed at the conference.
- Student voice is taken seriously at the school and there are regular forums to enable them to express concerns and raise issues; for example, through the use of school-wide questionnaires and the school council. The school management team believes it is central to the school ethos to listen to the student voice and for this to take place in a democratic way.
- There were no specific guidance processes to ensure that the students' ideas were included. Nevertheless the students with special needs were particularly taken into account.
- The self-esteem of students was raised and students' understanding of budgetary constraints was increased.

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References

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4.1.9. Snapshot 9: International Safe Schools Programme

Lead organisation

International Safe Schools

Aims

The 'International Safe Schools' programme is part of the World Health Organisation 'Safe Community' movement, formally started in 1989 and located at the WHO Community Safety Promotion Centre. Schools are certified by Safe Schools Certifying Centres.

Key elements

In order to join International Safe Schools, a Certifying Centre has to fulfil the following 10 criteria:

1. The provision of Centre programmes and services utilises multidisciplinary and cross-sectoral approaches.
2. The Centre provides a framework for promoting collective action which includes involvement with school networks.
3. The Centre provides consultative support to schools in the establishment of Safe Schools initiatives.
4. The Centre facilitates and supports school-based strategic planning processes.
5. The Centre demonstrates leadership and stewardship in addressing priority injury issues, high risk, and vulnerable groups.
6. The Centre provides expert services and knowledge in the area of injury data and injury surveillance issues.
7. The Centre demonstrates a long term commitment to supporting Safe Schools and the Safe School Network within their organisations strategic plan.
8. The Centre supports those responsible at the community level to utilise appropriate indicators to evaluate community processes, effects of change and injury rates.
9. The Centre disseminates their experiences both at national and international levels.
10. The Centre reports on their safe community activities and research efforts.

Participating schools will develop programmes of injury control and safety promotion. These initiatives will cover the whole school community including students and staff in the school environment.

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4.2. Safety management in schools

4.2.1. Snapshot 3: Online management of occupational health and safety training skills, France

Lead organisation

Institut National de Recherche et de Sécurité (French Research and Safety Institute for the Prevention of Occupational Accidents and Diseases)

Issues/aims

Under national agreements signed between the Caisse Nationale de l'Assurance Maladie (National Health Insurance Fund) and the French Ministry for National Education with a view to providing Occupational Health and Safety Education, INRS has, since 2004, set up an online system for managing occupational health and safety training routes online both for teaching staff and for students of vocational training.

Today, this training management system monitors the training routes of over 15,000 teachers and over 250,000 students and apprentices per year.

Key elements

- The training includes six modules: occupational risk prevention methods and approaches, first aid, working movements and postures, authorisation for doing electrical work, safe driving and safe operation of lifting and building vehicles and machinery, and working at height.
- Most of the training is validated by a certificate recognised in industry, construction companies and other firms.
- This system of management via the Internet enables the various partners in initial occupational training (education districts, regions, Caisses Régionales d'Assurance Maladie (Regional Health Insurance Funds), and teaching establishments) to manage the skills of the teaching staff and to cascade the training down to pupils, students and apprentices.
- This online management training in health and safety at work is part of a policy of lifelong learning, enabling people to acquire skills throughout school and their working lives.

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4.2.2. Snapshot 4: Anschub.de – Alliance for sustainable health and education in schools, Germany

Lead organisation

Bertelsmann Stiftung (Foundation), Gütersloh

Aims

- Promoting good practice that combines measures of improving OSH management and health promotion at schools.
- Ensuring sustainability of OSH programmes.

Key elements

Starting from a model project Anschub.de has developed to form a network consisting of more than 100 schools. Since 2010 the activities have been coordinated by a steering unit organised as an association on federal level.

Experts from Anschub.de give advice and help schools implement processes in safety management and health promotion that meet their needs. This includes, among others,

- measures for stress prevention for teachers
- improving organisation
- healthy food for the students
- helping students with special needs.

It is also essential that safety and health are integrated into the school curriculum so that students can learn more about risk and risk prevention.

Examples of practical implementation can be given from various schools in various regions in Germany. Scientific input is based on the research carried out by Prof. Paulus of Leuphana University, Lüneburg.

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Background information:

http://www.anschub.de/gute-gesunde-schule/index.html

http://www.anschub.de/uploads/tx_jpdownloads/What_aims_does_Anschub.pdf

http://www.leuphana.de/peter-paulus/forschung-projekte.html

4.2.3. Snapshot 5: Process-oriented optimisation of the system of safety representatives at universities, Germany

Lead organisation

Unfallkasse (accident fund) Baden-Württemberg

Issues/aims

In 2007 Unfallkasse Baden-Württemberg started a project to foster safety and health at universities. The aim was to improve the organisation system for safety and health representatives and to make suggestions for improvement.

Key elements

- Two universities of different types (namely a large, old one and a smaller and newer one) were taken as examples. Safety and health problems were detected and analysed in both institutions.
- Recommendations for OSH improvement and implementation (e.g. improvement of operational, organisational and personal structure) were made on the basis of the investigation.
- Optimised collaboration of representatives for safety and health within the universities (e.g. safety officers, officers responsible for first aid or radiation protection, occupational physicians, OSH experts) is expected to accelerate and promote the integration of safety and health into education of students and staff practice.

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4.2.4. Snapshot 6: Safe school, safe day care, safe playground, Germany

Lead organisation

North-Rhine Westphalia Unfallkasse (UK NRW), Düsseldorf

Aim

Preventing accidents to pupils, students and staff by providing information on construction standards and building safety; safety instructions and teaching aids for different kinds of school lessons; and information and instructions for safe kindergartens, playgrounds and child nurseries.

Key elements

UK NRW – the Statutory Accident Insurance Body for the Public Services in North-Rhine Westphalia – has developed and launched a comprehensive Internet portal for safety in schools and other public educational institutions. The websites are continuously updated and quality approved. They inform

about legal requirements, give good practice advice and links to further information. The websites are user-friendly and the guidance is self-explanatory. The user explores a safe school building. By clicking on classrooms, labs, gyms, swimming pool, playground, etc., he/she gets explanations on safety and further links to law, ordinances and DIN standards.

Safe school and safe day care give safety instructions and advice regarding different sources of hazards in schools and day care facilities. Topics include:

- chemistry labs / installations
- rooms for metalwork class
- electrical installations (e.g. in physics lab)
- radiation
- children's workplace characteristics
- traffic safety education
- toys: characteristics and storage

Further information

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References

http://www.sichere-schule.de/;

http://www.sichere-kita.de/;

http://www.sichere-schule.de/_aussenflaechen/aussenflaechen/spielplatzgeraete/default.htm

4.2.5. Snapshot 7: 'Safety Smart Right from the Start at DIT' – A Step Closer to the Real World, Ireland

Lead organisation

Dublin Institute of Technology (DIT)

Issues/aims

The students and staff members of the Dublin Institute of Technology are provided with safety induction programmes in order to:

- promote risk awareness as an integral part of education
- promote a positive health and safety culture and to maintain professional standards
- improve safety behaviour and attitudes
- enhance open communication and consultation through education, guidance, advice, information and training.

The programmes are tailored for the target audience but will include as a minimum:

- health and safety law and responsibilities
- safety contacts and representatives
- DIT procedures and policies relating to smoking, incident reporting, hazard reporting, first aid, etc.
- safety statements
- fire safety
- personal protective equipment
- risk assessments relating to pregnancy and disability
- communication and consultation.

The aim of these programmes is to prepare young people (both students and staff members) for the health and safety aspects of working life, either in DIT or in future workplaces.

Key elements

The Health and Safety team and various departments, schools, and the Staff Training and Development Office within DIT are all consulted and provide input into the safety induction programme. In addition, the students' union is consulted to ensure that the programme is relevant and interesting to students. One aspect of the programme that facilitates students' buy-in during the induction process is the 'Safe Sam' cartoon.

To ensure that the programme is successful, there is a strong focus on communication and consultation between the parties listed above, to ensure that in addition to DIT's general health and safety policies and procedures, any specific health and safety information is provided. Further, good communication guarantees the smooth operation of the induction programme for the course providers, usually the Occupational Health Officers, and the course attendees.

The process involves:

- running induction meetings
- scheduling induction timetables
- maintaining attendance lists and
- awarding certificates on (safety) courses.

On those courses with a restricted number of places, the facilitators ask the course attendees to fill in course evaluation forms. The feedback on these forms allows the Health and Safety team to review the contents of the courses, and make any improvements that may be necessary to ensure the high quality of the courses and induction.

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4.2.6. Snapshot 8: Safety at primary schools – working towards a school with no accidents, the Netherlands

Lead organisation

Consumer Safety Institute (CSI)

Aim

Prevention of accidents among children in and around the school setting by developing and implementing a safety management tool for primary schools.

Key elements

- **Development of safety management tool** – On the basis of data about accidents that happen and their scenarios, a safety management tool was developed consisting of six modules. In the tool, the safety of the physical environment is combined with the behaviour of children in the school environment. By using the practical instruments of the tool, schools can prioritise and monitor the safety of their pupils. The six modules are:
  - organising safety management (appointing a safety officer or coordinator)
  - registering (near) accidents
  - performing an inventory of (potential) risky situations
  - teaching safe behaviour
  - producing an evacuation plan and fire drill
  - writing a safety report.
- **Implementing the safety management tool** – With the support of the Dutch Ministry of Education, a four-year campaign (2001–2004) was initiated to implement the safety management tool. Activities included a regional training programme to support the safety coordinators. Furthermore, the Ministry of Education allocated a budget for schools enabling them to improve their physical environment.
- **Activities after campaign –** After 2004 the Consumer Safety Institute continued to support schools by keeping the knowledge about school safety up to date. In 2010 the safety management tool was updated, linked to the 'child care safety management tool' of the CSI and put online with support of the Ministry of Health. The tool can be found on www.risico-monitor.nl.

Results

- 83% of primary schools (about 8,000 schools) ordered the safety management tool during the campaign period.
- Over 42% of schools use more than two modules.
- In 2000, before the campaign was initiated, 19,000 children had to go to the emergency department of a hospital as a result of an accident at school. In 2005, this was reduced to 17,000 children. Furthermore, over the period 1999–2003 a trend was noticed corresponding to a 25% reduction of the number of accidents.

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4.2.7. Snapshot 9: Health promotion in the Amar Terra Verde professional school, Portugal

Lead organisation

Amar Terra Verde Professional School (EPATV), Portugal

Aim

To outline the safety management approach to prevent risks in the Amar Terra Verde (EPATV) professional school involving students, teachers and non-teaching staff.

Key elements

- Professional School Amar Terra Verde, Lda, was created in 1993 as a private institution. The school has three establishments, in Vila Verde, Amares and Terras de Bouro (its promoter cities), with 920 students, 177 teachers and 27 non-teaching employees.
- It provides young people with vocational training, tailored to the particular needs of the region and environment.
- The Occupational Safety and Health (OSH) department created in 2006 occupies a prominent place within the school organisation.
- The school has a health and safety coordinator, three delegates (representing the employees and students from each school) and three OSH representatives of the employer, who meet quarterly.
- The prevention and control of safety at work aims to strengthen behaviours that prevent the occurrence of injuries as well as other issues such as stress, poor social adaptation, or post-traumatic shock due to an accident at school.
- Since 2005 each student must have 25 hours of OSH training when entering the school. Employees have access to continuous training, seminars and lectures.
- Risk assessment is conducted annually and whenever there is a modification at a job or when creating a new job. An outsourcing company and a local hospital collaborate with the school in the risk assessment procedures.
- The aim of the school is for all pupils and staff to acquire knowledge concerning risk factors at work and develop the capacity to modify behaviours and create strategies to reduce risk exposure.
- Each employee benefits from annual medical prevention consultations. Each year the school promotes five student sessions on sexual education, organised according to student age and gender by the Health Centre of the establishment city.
- It was also intended to promote the integration of habits of regular physical exercise as well as postural re-education in the workplace. The consumption of alcohol and tobacco has been banned in the school since 2007. The School newspaper promotes health topics to the entire school community (see http://www.epatv.pt/).
- Disciplinary incidents are examined in each class. The goal achieved in the last year was less than one incident per class per year.

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4.2.8. Snapshot 10: A partnership approach to creating a healthy and safe school, Romania

Lead organisation

- OSH department, Gheorghe Asachi Technical University of Iasi
- Partner organisation: Mihail Sturdza Secondary School, Iasi

Issues/aims

Prior to this project, students and teachers of the Mihail Sturdza Secondary School were exposed to various risks. No standard tool was used for risk assessment. Additional problems were caused by the lack of expertise in the area. As a result, risk assessment had never been performed.

In view of this situation, the project aimed at:

- developing a series of risk assessment tools
- carrying out a systematic risk assessment within the school and creating a safer and healthier school environment
- involving both students and staff in risk assessment

Key elements

- A partnership was established between the Occupational Safety and Health Department of the Gheorghe Asachi Technical University of Iasi and the Mihail Sturdza school team.
- A specialist team from the university developed a guide for school risk assessment. This guide includes instructions on how to collect and quantify data using specific software. It also includes a set of recommendations on preventive measures for specific risks.
- A clear overview of the risks within the school is presented graphically, thus allowing the development of appropriate prevention measures.
- A team consisting of the school manager, safety officer, occupational physician, representatives of the school administration and students was formed to identify and analyse the risks, after receiving appropriate training. Risk assessment resulted in a three-level risk identification process in the school. Corrective actions were proposed accordingly, and priorities were established. A cost-benefit analysis was carried out alongside with a programme meant to evaluate the results of the preventive plan implementation

Results

- The corrective actions resulted in improved safety and health for the students, teachers and the school administrative staff.
- Awareness of health and safety within the learning/working environment was raised among the students, teachers and administrative staff. The project constituted a good start for the promotion of a preventive culture within the school community and the families

- The project was presented at the ETUCE Final Conference on Teachers' Work Related Stress, Risk Assessment Systems, Inclusion of Psychosocial Hazards in Social Dialogue and Teachers' Unions Health & Safety Strategies, Athens, 5–6 October 2009.

Further information

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Reference

Athens Conference URL:

http://teachersosh.homestead.com/Publications/09.09_Report_Final_Conference_WRS_eng.pdf

4.2.9. Snapshot 11: Health and safety promotion at Zaragoza University, Spain

Lead organisation

University of Zaragoza, Unidad de Prevención de Riesgos Laborales (Unit for the Prevention of Occupational Risks), Spain

Aims

The University of Zaragoza has campuses in the three provinces of the Autonomous Community of Aragon**:** Zaragoza, Huesca and Teruel. With 32,000 students, 3,600 professors and 1711 administrative employees, the University is one of the largest public Universities in Spain. The Unidad de Prevención de Riesgos Laborales (UPRL) (Prevention Unit of Occupational Risks) of the University is located in Zaragoza. The UPRL mission is to promote a culture of prevention within the University of Zaragoza, and to make the working environment safe and enjoyable. Its aim is also to promote safety and health at work through preventive measures and development efforts to eliminate or minimise risks. The vision of the UPRL is to integrate prevention activities in the management system of the university. This should serve as a model for the prevention of occupational risks to the university community and contribute to the quality policy of the university to improve working conditions.

Key elements

The objective of the UPRL is to provide the following services to the University of Zaragoza:

- programming and annual report of UPRL activities
- responding to workers' requests related to specific risks assessment at the workplace
- investigation of all serious accidents at work
- investigation of all accidents suffered by workers in the University of Zaragoza
- management of 100% of toxic waste generated by the laboratories and university workshops

- to carry out 100% of medical evaluations through a medical appointment programme
- to accept special requests for medical examinations throughout the year
- conduct annual fire drills with complete evacuation of all buildings where one has been performed previously and with an annual increase of two buildings according to the schedule adopted by the Health and Safety Committee
- to manage the allocation and distribution of personal protective equipment (PPE)
- to perform 100% of the industrial hygiene measurements scheduled
- to record and report incidents related to the work environment.

Further information

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Unit for the Prevention of Occupational Risks (Unidad de Prevención de Riesgos Laborales) (main page): http://uprl.unizar.es/

Service statement of the Unit for the Prevention of Occupational Risks: http://uprl.unizar.es/doc/CartaServiciosUPRL.pdf

4.2.10. Snapshot 12: Occupational Health and Safety at Vocational and Technical Training Schools, Turkey

Lead organisation

Ministry of Labour and Social Security and Ministry of National Education of Republic of Turkey

Issues/Aims

On 6 January 2009 a two-year agreement led by the Ministry of Labour and Social Security and Ministry of National Education (MEB) was set up. The aim was for vocational and technical training schools to provide occupational health and safety education to school directors, teachers and students. This involved teaching young people about health and safety risks before they entered working life, and providing skills training and behaviour modelling to enable them develop the positive behaviours and attitudes towards occupational health and safety which in turn should facilitate positive safety culture in the future workforce.

Key elements

- As the school directors' actions are important in creating occupational health and safety awareness in education, occupational health and safety training was delivered to 741 school directors.
- In Turkey the building, construction and maritime industries are considered high risk sectors, therefore the schools specialising in these sectors were chosen for a pilot project.

- The project involved training workshops run by an occupational safety and health expert. These covered practical group work identifying sources of risk and danger, creating risk assessments and exposure measures. The feedback from the workshop participants was positive.
- To facilitate indirect learning, there is also a continued focus on occupational health and safety through competitions and interactive exercises.
- A guidebook is in preparation in collaboration with occupational safety and health experts detailing the results of the pilot project in order to provide guidance for other vocational and technical training schools.

Further information

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5. Discussion and conclusions

5.1. Introduction

Whole-School Approach to OSH

Previous reports and findings have shown that a global, 'holistic' approach is best suited for the integration of health, safety and well-being concerns into education.

The report *Mainstreaming OSH into education* (European Agency for Safety and Health, 2004) stated that **'**A long-lasting improvement in the safety and health of children and young people at and through school, or in other educational contexts, requires a preventive approach that covers:

- physical, mental and social well-being, and
- the entire school as a relationship of organisational, individual and environmental components.

A 'holistic' approach to mainstreaming safety and health in school education aims at:

- creating or improving individual attitudes and perceptions of safety and health in school, and
- designing the school as a workplace that is appropriate to the needs of pupils and teachers.

Case studies based on the holistic approach have a more comprehensive understanding of safety and health including physical, mental and social well-being. Furthermore, they focus on the whole-school system addressing the 'school culture', the learning environment of pupils/students and the working environment of teachers. The approach includes the active participation of staff and pupils in risk prevention in their schools.

5.2. Analysis of the cases

While there were many examples of risk and OSH education in schools, and many good practice examples of OSH management in schools, it was not easy to find cases that truly integrated both areas. Nevertheless, the cases found showed that it is practical and advantageous to take up this approach.

The cases were analysed in terms of their scope and approaches, including partnerships, framework, support, and evaluation. The problems faced, success factors and transferability factors were examined.

It should be noted that all the cases used several types of complementary actions to meet the objectives set.

Active training and education for pupils

In a Whole-School Approach pupils engage in activities related to the health and safety of their school as part of their risk education. Also, training and education with regard to health, safety and well-being are most efficient when they are active (i.e. pupils/students perform risk assessment in the field instead of attending a lecture on risks). This allows pupils/students to be more involved, since hazard and risk identification is performed in their school environment and corrective actions directly benefit the whole school community. Some examples of active risk education can be found in the Greek/Bulgarian Healthy Schools case (noise measurement and hazard identification performed by pupils) and the Swedish case (school inspection by pupils on a regular basis). For psychological risk assessment, or topics more linked to healthy lifestyles, surveys and questionnaires were frequently used in the cases.

Transversal risk education in age-appropriate and subject-appropriate formats

In a Whole-School Approach risk education is integrated transversally across the curriculum, although it will have a greater presence in some individual subjects such as in relation to science or craft practical work, in order to make it part of everyday school life. Risk education therefore appeared in a variety of formats in the cases, depending on the subject, its associated learning objectives and the

ages of students and pupils. Some training and teaching actions were collective, while others were mostly aimed at individuals; for instance actions on communication skills or self-knowledge for social integration (Czech case). Older students can be particularly hard to engage, and in the Irish Health and Safety Authority case, innovative approaches were used, such as their interactive 'serious games' for student training.

Staff training

In order for staff to teach risk education, ideally they should be provided with training in addition to teaching resources. Furthermore, all employees should receive health and safety training on the risks and prevention measures in their workplace. This was taken into account for instance in the German 'Prima Klima' snapshot showing examples of staff communication skills training to prevent psychological risks and violence at school.

Staff training was taken into account in all cases (consistent with the Whole-School Approach). In the Irish Health and Safety Authority case their e-learning for teachers on managing workplace health and safety in schools was also used to provide instruction on educating people about risk. Special attention was given to the length, format and timing of the training to make it engaging for teachers and to make it practical for them to undertake. The e-learning has been placed on a free, public e-learning sharing platform to increase its availability and uptake.

Combined training

Online training for both staff and students is also presented in the Romanian snapshot 6. For vocational training for the construction sector, the Health and Safety Authority in Ireland developed an e-learning course for lecturers and students. In the Dutch snapshot, Safety for Everyone, students and teachers regularly simulate situations in which first aid is required. In this way, both parties work together to make the school a safe place.

Actions and projects

Most cases used generic actions to raise pupils'/students' awareness and involve the school community in specific projects such as:

- Communication projects: organisation of special events, website creation, participation of pupils/students in conferences (Greek case)
- Trips: industrial plant visits, leisure camps for socialisation (Lithuanian case)
- Environmental actions: waste sorting at school (Czech case)
- Social actions: contribution to a charity (Czech case).

These actions can be considered to be part of the active education of pupils and students.

School OSH management – tools, policies and systems

The Whole-School Approach combines effective OSH management in schools with risk education. To ensure a systematic approach to OSH management, tools and training are required to manage actions, design and implement new procedures, monitor progress and take further corrective actions if the need arises.

The purpose of risk assessment in schools is to identify the prevention and control measures that need be taken: 'house-keeping', storage and use of materials and equipment, maintenance, purchase of new equipment, redesigning of schools, rules, training and such like. Schools often need to develop skills in this area; therefore some of the case studies sought to proactively support them in doing so, as shown in case 5 (Irish Health and Safety Authority) and the Greek snapshot 3. In the Dutch snapshot 8, a specific tool was developed and has been deployed in primary schools for risk assessment and safety management. The Irish Health and Safety Authority example combines a proactive inspection programme in OSH in schools with practical resources, training and seminars.

They target both heads and teachers. As occurs in this case, it is important that OSH management resources are tailored to the school environment and their needs, including simple and practical and practical. The French snapshot of an online OSH training is a system that can be used to train key training staff who can cascade the training down to pupils, students and apprentices.

Several cases showed how schools make use of written policies and codes of conduct (especially when dealing with socialisation issues, and preventing violence and bullying – see the Lithuanian and United Kingdom cases) that may cover both staff and pupils. Schools may separate out how they deal with pupil safety and welfare and staff safety and welfare. A Whole-School approach requires them to be dealt with in an integrated way. As there are overlaps between issues and procedures required, this approach is more efficient for schools in many ways.

Schools need a management system of some kind in order to deal with these procedures and actions other than in an ad hoc way. To support this, in some cases, certification is awarded to schools, either as part of a national programme (Finland, United Kingdom) or an individual school initiative (htl Donaustadt in Austria). Education-specific certification schemes are used, rather than generic referentials such as ILO-OSH or OHSAS for instance. OSH certification may be coupled with sustainable development certification.

More examples of approaches to OSH management in educational establishments are given in the snapshots.

School OSH management – participation

The Whole-School Approach also includes a participatory approach to OSH organisation involving staff and pupils, and ideally parents and even the local community especially concerning broader issues of health or road safety. Several cases showed organisational changes, creation of new positions or project groups (dedicated teachers, special committees or teams, etc.) to facilitate participation. Some cases (Lithuania, Sweden and United Kingdom) highlighted that better coordination of school staff with regard to health, safety and well-being is necessary. The German snapshot on university safety management outlined a partnership between various health and safety representatives in the university in order to optimise their collaboration. The Czech school found that combining risk education with training pupils about school safety rules improved pupil compliance. The Romanian snapshot - A partnership approach to creating a healthy and safe school – involved staff and students in risk assessment in the school.

At the Austrian technical school, htl Donaustadt, the environmental management also includes the students: in collaboration with the teachers they are periodically invited to carry out the environmental risk assessment with the help of the failure modes and effects analysis (FMEA). This also includes proposing actions and prioritising them from the most to the least urgent. By doing this, students gain a practical insight into environmental management.

Coordination is also improved by creating councils or working groups comprising staff, pupils/students and parent representatives. This participatory approach is very important and was implemented in a majority of cases to ensure that the objectives were shared by all members of the school community. For example, in the Swedish case (Källby Gård) and the Greek/Bulgarian case (Healthy Schools WECF pilot project) pupils were actively involved in identifying hazards in schools and proposing solutions. In Källby Gård school pupils are represented on school safety committee meetings. In the Ireland DIT snapshot, the college's students' union was consulted on OSH matters. In the United Kingdom snapshot 8, students were involved in the redesigning of their school. The sustainable development programmes in Finnish schools are developed, implemented and evaluated in cooperation between teachers, other staff members, students and the school management. This means that the ownership of the working environment is shared by the whole school community.

Involving parents and families is also essential. The Swedish, Lithuanian and United Kingdom cases point out that parents' participation is a key success factor for the implementation of the Whole-School Approach.

The United Kingdom Bourne College case, which incorporates risk education and school safety into a healthy school programme, highlights that 'when parents are highly involved in health promotion programmes, there is likely to be more significant improvement in health-related behaviours'. Healthy

choices proposed by the school are likely to be accepted by pupils and students if they do not overly conflict with their family lifestyle and options. Conversely, children may introduce innovations into the family habits (for instance experimenting with different foods or new physical activities with the family members). Interventions should take account of social issues in schools' surrounding environments, since this affects healthy lifestyles and social integration. Ways of achieving this are clearly seen in the United Kingdom Bourne College case.

In the Lithuanian case and in the German snapshot 'Prima Klima', training for parents was proposed by the school. In the United Kingdom case, 'family learning evenings' involving parents were organised.

Parents' participation also allows them to feel they are real partners of the school management and teachers in ensuring education and safety for their children. They are also likely to become more aware of constraints and limitations in the school's actions (for instance, due to restricted funding).

The United Kingdom Bourne College case goes further, recognising that the school cannot act in isolation to circumstances in the local community. The college achieved results across all levels by engaging all stakeholders, providing support to staff, improving on the learning process, transferring the message to the community, improving on the school environment and developing the students. This example recognises that management of issues such as bullying goes beyond the school gates, to include behaviour on buses. And this is not just a matter of behaviour between pupils at school; there is also the issue of aggressive behaviour by pupils on buses. An EU-OSHA report (2011) on managing the safety of road transport drivers provides examples of projects that bring schools, bus companies, pupils and drivers together in participatory approaches to tackle the issue of violence in school buses.

Using risk education to contribute to school safety management

Risk education is best when active learning related to meaningful tasks is used. For this reason, it is educationally beneficial to relate teaching of the school curriculum to practical life in the school. This was seen in several cases, in which class lessons were related to the school environment, in order to improve learning and the school environment itself.

In the Czech case, risk education was a transversal part of the curriculum but it also applied to the school environment. The United Kingdom Bourne School example combined risk education and improvements in the school environment within the context of health education and a healthy school programme. In Sweden, as part of risk education, students at Källby Gård school were involved in school safety projects, which is a national statutory requirement. Austrian technical school htl Donaustadt includes students in its environmental management through risk assessments and the proposal of actions and sees this as part of developing skills for their future careers.

The United Kingdom snapshot Park Wood concerns a mixed comprehensive school that involved students in the design process of their new premises.

Relevance of the Whole-School Approach in tackling bullying and violence

Bullying and violence may affect pupils/students (aggression between peers) and/or school staff. They create unsatisfactory living, learning and working conditions for the whole school community. For this reason, the Whole-School Approach appears to be particularly suitable for tackling these issues.

Half of the cases mentioned or focused on school bullying and violence. Prevention strategies rely first of all on awareness-raising. As shown in the Lithuanian case, it is important that all parties involved (pupils, parents, teachers, school board) know which types of behaviour constitute bullying and which violent acts should be banned.

A second type of action involves creating special teams or committees to deal with the issue (as shown in the Lithuanian, Swedish and United Kingdom cases). These groups are composed of pupils and parent representatives, staff and management. The responsibility of each party is highlighted and common strategies are developed once a proper assessment of the situation has been performed.

In the cases mentioned, schools drafted codes of conduct or rules based on a participatory approach. These reference documents serve to remind all school community members of their responsibility and to foster a positive spirit in the educational structure.

When dealing with bullying and violence, staff training appears to be very important. The United Kingdom case emphasises that staff should also receive appropriate support to cope better with the situation and reduce psychological risks. This is also pointed out in the German 'Prima Klima' snapshot.

In Finland tackling bullying is placed within a very broad approach: A national objective set by the Ministry of Education called for the construction of a sustainable development programme in every school. The Finnish case established a link between OSH and the social aspect of sustainable development, namely the prevention of bullying and exclusion, and efforts to improve the health, safety and well-being of staff and students:

> An important trend in schools' work for sustainable development during the past years has been a shift of interest from ecological issues such as waste, energy and water towards social issues such as safety, well-being and the prevention of bullying. This is partly due to violent incidents in Finnish schools in recent years, but also to the fact that the content of sustainable development has been understood in a more versatile way.

Regarding broad approaches, see also the cooperation between schools and bus companies to tackle the prevention of violence by pupils on buses discussed in the section above on *OSH school management – participation*.

Occupational safety and health as part of healthy schools programmes

Several of the cases show how school OSH and risk education can be included in healthy schools programmes. The United Kingdom Bourne School case shows how risk education and OSH management can be included in a more global healthy schools programme. In fact the WHO healthy schools programme, in use in various member states and which is discussed in more detail in section 5.3, provides a proper framework to achieve this. The Austrian technical school makes use of another public health initiative, the European AdRisk programme which aims to reduce accidents among adolescents. The Greek/Bulgarian project was actually funded through an environmental programme, but was closely based on the WHO healthy schools programme.

Health, safety and well-being at school and sustainability/environmental objectives.

There are also connections and synergies between risk education and education for sustainable development, with a Whole-School Approach recommended for both areas. In addition, overlaps include the use of risk assessment to assess environmental impact, and the fact that chemicals can harm the person exposed to them and the environment.

Therefore, it is not surprising to see links to the environment and sustainable development in some of the cases in this report: Integration of sustainable development into health, safety and well-being policies and actions was noted in half of the cases. The rationale varied according to each case.

In the Austrian case, the htl Donaustadt school had previous experience with an ISO 14001 (environmental) certification, which led it to apply for an OSH certification. It aims to combine its OSH management and environmental management as much as possible and involve staff and students.

In the Greek/Bulgarian case, a project funded by the European Commission's Directorate-General for the Environment aimed at raising awareness on environment-related hazards and risks. This case explicitly mentions the objectives of the WHO Children's Environment and Health Action Plan for Europe (CEHAPE) (WHO, 2004). Risk assessment methods are common to the environmental and health/safety fields: a noise measurement campaign was carried out by pupils.

The Czech case underlines the importance of respecting the environment. The school's Code of Conduct for pupils prescribes environment-friendly attitudes. The school's curriculum also integrates environmental topics. Active education methods are used; for instance, pupils regularly perform waste sorting at school.

The Finnish case on sustainable development takes a very broad view, setting a structure that incorporates environmental themes, health and safety and social and cultural themes covering staff and pupil wellbeing and bullying.

Partnerships

All cases point out that partnerships are a key factor for successful integration of health, safety and well-being. The school is not considered as a closed unit but as a structure that interacts with its environment. This environment includes roads and motorways that staff and students use to access the school. Partnerships are therefore established with local authorities to tackle road safety issues (as shown for instance in the Swedish case).

Partnerships to promote OSH education and safety management in schools can also be established with companies, for example, as part of their corporate social responsibility actions. The Greek snapshot 3 ‘Building accident awareness for a lifetime’ involves business initiatives in which companies become involved in order to promote risk education and safety in schools.

The prevention project in the Lithuanian school which covered alcohol and drug use and violence and bullying involved a range of partners, including education stakeholders and experts, the police, the municipal government and business.

The Finnish case shows that teacher trade unions are key partners for the integration of new methods and topics into school practice. The Education Trade Union was involved at an early stage of the certification process, helping to ensure its suitability and its acceptance by teachers. Non-teaching staff also contributed to the project. The snapshot from Malta also mentioned that trade unions were involved in providing schools with peripatetic OSH teachers.

Engagement of stakeholders in education is obviously also critical. Another strength of the Finnish sustainable development case is the involvement of a variety of education organisations in the development of the framework.

Lastly, partnerships with resource organisations (social and environmental), OSH specialists, OSH authorities and labour inspectorates are important, since schools often lack OSH expertise and tools to help them. The HSA experience in Ireland shows how a targeted OSH programme, based on cooperation between and OSH authority and an education authority, can generate positive results. In the Romanian snapshot 10, a partnership was established between an OSH-specialised university department and a secondary school, in order to perform risk assessments in the school.

Types of support or external framework

Successful school projects require initiative and engagement from a school’s management staff, relayed by school community involvement; the key driving force is internal. However, motivation often does not arise spontaneously in schools which have to meet many demands and are set many goals. It has to be nurtured and supported. Therefore external support and action frameworks can be very important to encourage effective risk education and OSH management action in schools. An example of one-off external support is the Czech school, where cooperation with the Czech Occupational Safety Research Institute ensured that the school staff benefited from training sessions and necessary support.

The snapshot from Malta describes how Malta’s Directorate for Educational Services includes a Health and Safety Unit, covering risk education and safety management in schools with peripatetic health and safety teachers who cover all primary and secondary-level schools. Their main role is to promote health and safety at school by teaching, to organise related activities and to help the head teachers to make their schools as safe as possible.

The framework for project deployment varied greatly among the cases. In the Finnish and United Kingdom cases, national programmes led by the respective governments existed and facilitated the projects. Both had a certification tool designed specifically for educational structures. In the French snapshot 3, an agreement between the Ministry of National Education and the National Health Insurance Fund enabled a widespread deployment of health and safety training for the vocational

training sector. The activities in the Swedish school take place in the context of national legislation requiring risk education and pupil involvement in OSH in schools. The Health and Safety Authority in Ireland took a systematic approach, established in Ireland's national OSH strategy, to promote OSH management and risk education in schools.

Similarly, the Greek/Bulgarian case describes a broad European project funded by the European Commission's Directorate-General for the Environment and based on the WHO's health schools programme. The project working closely with four schools, provided a training manual for pupils and also developed a model for transferring the project to other schools. While risk education is not a core part of the school curriculum, health education usually is, and has led to the development of 'healthy schools' programmes into which risk education and school safety can be incorporated. The United Kingdom Bourne College case also shows how risk education and school safety can be incorporated into such a healthy school programme.

The Austrian technical school, htl Donaustadt, has made use of the AdRisk programme, the European action on risk training for adolescents between 15 and 24 years. AdRisk and the Austrian partner KfV (Austrian Road Safety Board) provide information and tools for mainstreaming general safety awareness in order to reduce the number of severe accidents in which young people are involved.

The Finnish case on sustainable development was carried out in the context of a national objective set by the Ministry of Education calling for the construction of a sustainable development programme.

Though the difficulties experienced may vary according to the level of support and financing that schools receive, it is interesting to note that for all cases, regardless of the framework, successful implementation of the Whole-School Approach was possible. Projects being in receipt of support (either through national programmes or European funding), was identified as a success factor. On the other hand, the absence of national regulation to stimulate action was sometimes mentioned as an obstacle. As regards regulation, while the provision of risk education may be voluntary in schools, all schools must comply with occupational safety and health legislation. For this reason, the Irish Health and Safety Authority took steps to combine support for schools to enable them to meet their occupational safety and health requirements with actions to support and promote risk education.

Guidance and resources for the implementation of the Whole-School Approach

Many innovative resources exist to help teachers deliver risk education and many tools exist to help schools manage OSH, but not many that integrate the two together. Under the general objective of creating a safer school environment and improving health and well-being for pupils/students and staff, a variety of approaches, methods and tools need to be used. The need is all the more true if the approach is to be truly global and encompass risk education, safety and health management in the school, healthy lifestyle, social integration and bullying and harassment and environmental issues. While there are similarities in approach and overlaps between these different aspects, schools need support to understand this and how to achieve synergies and avoid duplication of effort.

At the moment, each policy area has developed many innovative resources to help schools to integrate its objectives into pupils' education and school life, there are not many 'integrated' resources. However, it is important for schools to have specific tools that they can use to help them implement an integrated approach, as shown in several cases in which educational resources, management and certification systems were developed for the education sector.

The Finnish case on sustainable development is one example of an integrated approach for which several tools have been developed in to help educational establishments to develop programmes. It is embedded in a certification programme which provides criteria, self-evaluation tools and auditor network. The Greek/Bulgarian healthy school case also shows an integrated approach to combining health and the school environment and incorporating OSH. Resources were also developed as part of that project.

Whether for involvement in school OSH, risk education, health education or bullying, an age-related approach is needed, and one that promotes the active involvement of pupils.

Networking

Several of the examples mention networking as a means of sharing information and obtaining support. For example, snapshot 4: Anschub.de – Alliance for sustainable health and education in schools in Germany, started from a model project and developed to form a network consisting of more than 100 schools.

University-level

The need for a holistic approach applies to college and university-level education as well. A previous report on *Mainstreaming OSH into university education,* (European Agency for Health and Safety at Work, 2010, available at: *https://osha.europa.eu/en/publications/reports/mainstream_osh_university_education/view* showed that despite specific constraints for higher education, a 'whole-university approach' was feasible:

> Like all employers, universities have to run themselves safely and comply with OSH legislation, requiring attention to be given to the health and safety of professors themselves and other staff. Addressing safety issues for staff and students can be used as a learning opportunity and such a holistic approach is strongly supported by OSH-education experts. As in schools, an explicit emphasis on a safe and healthy university environment is probably the most effective way to instil OSH awareness in students.

The closest example of a 'whole-university' approach can be seen in practical work in science. Here, universities must comply with OSH legislation regarding the use of dangerous substances, for example. There are examples in which universities, instead of simply issuing a set of laboratory safety rules to follow, make students carry out risk assessments before starting their practical session.

In snapshot 7, Dublin Institute of Technology, both staff and students are covered in health and safety induction training, which aims to develop a safety culture among students for their future life as well as providing instruction on the Institutes' safety rules and how to follow them.

Evaluation

Evaluation was one of the steps included in the 'Model for mainstreaming OSH into education' presented by the 2004 Agency report. Improved evaluation is also consistent with the generalisation of management systems and certification tools in the education sector.

All cases provided elements and figures to evaluate the actions carried out. The 'final' evaluation criterion was the reduction of the number of accidents and injuries in the school and its environment or a reduction of 'social disorders' such as violations of school discipline. When dealing with environmental issues, the cuts in waste, water and energy consumption were also quoted.

Intermediate indicators were also defined, such as:

- training and education: the number of pupils or students attending OSH courses, the number of trained staff members, the number of students gaining specific qualifications (Austrian case), better academic results
- actions and projects: the number of participants in awareness-raising events
- school management: the number of actions performed to improve the facilities and equipment, the number of schools adopting a certification system at national level, etc.

Due to the broad range of topics taken into account in a Whole-School Approach-inspired project, several indicators may be useful.

Problems faced

- Lack of time: a heavy curriculum (therefore, it is important to introduce health and safety as a transversal topic and use active education)
- Lack of interest of the school's management staff, other staff, pupils/students, or the public

- Insufficient parent involvement
- Difficulties when no national regulation exists
- Schools may lack effective management systems
- Economic factors that have an impact on available resources, or school located in an area that faces particular economic and social difficulties
- Time lags between intervention and outcomes.

Success factors

- Involvement and participation of staff and trade unions
- Involvement of pupils/students in hazard identification and solution proposals – improving their education and their compliance with safety school rules
- Creation of consultative forums for pupils/students, parents and staff
- Commitment of school management staff
- Motivation of staff/head of school/pupils
- Staff training and development of teachers' OSH education skills
- Partnerships and networking
- Existence of external support (national regulations or programmes, actions taken by local authorities, etc.) and/or funding
- Legal framework/statutory requirements (e.g. for risk education, pupil involvement in school safety management)
- Simple, practical tools and support, taking account of school's many obligations and commitments
- Specific actions tailored to the type of school, ages of children and the context/environment that it operates in
- Being sensitive to the demands placed on schools and taking account of synergies between different teaching and school management areas.

Innovative features

- Career advice for pupils to facilitate future social integration
- Use of pupils' ideas for redesigning schools
- Double certification for schools: environmental and OSH management systems
- Training of teachers as certification auditors
- Creation of e-learning resources and serious games for staff and student training
- Staff training and staff support
- Using school's OSH responsibilities as a means of supporting and promoting risk education at the same time
- OSH champions, peripatetic OSH teachers
- Companies promoting risk education and school/building safety.

Transferability

Many of the actions taken or approaches used to implement the Whole-School Approach are transferable. However, each school has its own characteristics and operates in a particular educational context and OSH system, according to country. So there is likely to be a need for local adaptation in most cases. However, the tools, interventions and approaches can present a good starting point for others wishing to implement something similar. While not many cases were found which showed a truly Whole-School Approach, elements from the different cases could be combined into a more comprehensive approach.

5.3. A 'combined' Whole-School Approach

Various policy areas recommend the application of a Whole-School approach to their topic. This includes health education, mental health and social development (where school bullying is often placed), sustainable development and environmental education, as well as risk/OSH education. The overlaps and synergies between these different areas mean that a combined' Whole-School Approach is not only possible, but desirable in many instances. The convergences between some different areas and OSH and education are described below.

Compatibility between the Whole-School Approach for OSH and health policy for children

The Whole-School Approach for OSH covers a very broad range of issues and topics and is compatible with and supportive of the policy aims and objectives of the World Health Organisation (WHO) and the European Union in the field of child health and accident prevention. Health is envisaged first of all from the point of view of safety (reducing or eliminating hazards, avoiding accidents), which is a fundamental aspect of the approach, ensuring that schools are safe places both for staff and students. Health is also considered in the broader sense of the WHO definition, and is thus linked to lifestyle, individual choices and social context regarding nutrition, physical activity, addictions, etc. However these aspects are intertwined, as pointed out by one of the Regional (European) Priority Goals set by the WHO Children's Environment and Health Action Plan for Europe (CEHAPE) (WHO, 2004). This goal is to 'prevent and substantially reduce health consequences from accidents and injuries and pursue a decrease in morbidity from lack of adequate physical activity, by promoting safe, secure and supportive human settlements for all children'. In this objective, safety (prevention of accidents and injuries) is linked to physical activity as a means to prevent obesity: 'A safe environment which encourages personal mobility and physical exercise is important for health and the prevention of obesity and excess body weight'. See also the European Council recommendation of 31 May 2007 on the prevention of injury and the promotion of safety drawing attention to accidents and injuries to children, adolescents and young workers (Council of the European Union, 2007).

Health policy, bullying, OSH and the Whole-School Approach

Furthermore, well-being encompasses psychological and social components, hence the inclusion of cases on the prevention of bullying and violence, and education for citizenship and social integration. In 2008, the European Commission's Directorate General for Health and Consumers (SANCO) launched the European Pact for Mental Health and Well-Being. This framework document has a specific objective concerning youth and education, advocating that:

> The foundation of life-long mental health is laid in the early years. Up to 50% of mental disorders have their onset during adolescence. Mental health problems can be identified in between 10% and 20% of young people, with higher rates among disadvantaged population groups.
>
> Policymakers and stakeholders are invited to take action on mental health in youth and education including the following:

- Ensure schemes for early intervention throughout the educational system;
- Provide programmes to promote parenting skills;
- Promote training of professionals involved in the health, education, youth and other relevant sectors in mental health and well-being;
- Promote the integration of socio-emotional learning into the curricular and extracurricular activities and the cultures of pre-schools and schools;
- Programmes to prevent abuse, bullying, violence against young people and their exposure to social exclusion;
- Promote the participation of young people in education, culture, sport and employment.

A strong convergence may be observed between these objectives and the actions encouraged in the Whole-School Approach.

Harassment and bullying includes that between pupils, between staff and also between pupils and staff. Therefore, a holistic 'whole-school' approach to the prevention of work-related violence, harassment and bullying which takes account of all these elements, with the aim of creating a respectful learning environment, makes sense (for example, see the seminar organised by ENETOSH on this topic, 2010).

Environmental issues/sustainable development, OSH and a Whole-School Approach

As has been mentioned, there are also connections and synergies between the holistic nature of the Whole-School Approach to risk education/ OSH management and objectives schools may have to reduce their environmental impact and adopt values of sustainable development. This includes the way they operate and the education of pupils about the environment and sustainability. Overlaps with risk education and OSH include the use of risk assessment to assess environmental impact, or the fact that chemicals can harm the person exposed to them and the environment.

The Council of Europe has also recommended a Whole-School Approach to education for sustainable development. Their conclusion on the subject (Council of the European Union, November 2010) state:

> Developing a 'whole-school' approach to Education for Sustainable Development can help to harness the motivation and commitment of all pupils and students, to develop their critical thinking and to improve their educational attainment in general. Educational institutions at all levels should themselves strive to be sustainable organisations and act as role models, by integrating the principles of sustainable development in policy and practice, i.e. through energy-saving, building and working with natural resources, and developing a sustainable purchasing and consumer policy. In a school context, this requires the active participation of all stakeholders: school leaders, teachers, pupils, the school board, administrative and supportive staff, parents, NGOs, the local community and business.

The Council also suggested a pedagogical progression, which is illustrated in the cases discussed above:

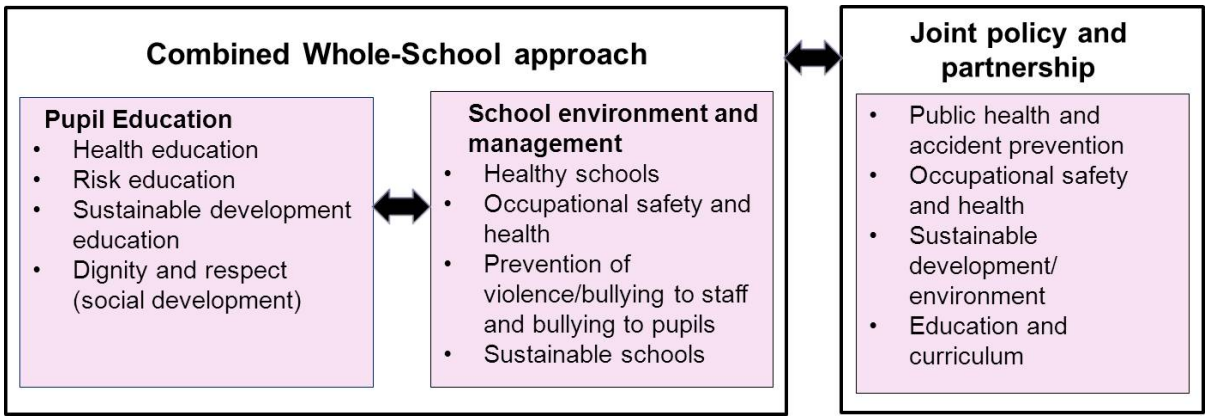
> When being implemented, Education for Sustainable Development should be tailored to each level of education, taking into account the specific context. Pre-primary schools can begin by fostering basic values, attitudes and knowledge in children, which can then serve as the foundation for further learning about sustainability. At primary and lower secondary level, Education for Sustainable Development can focus on awareness-raising and the development of key competences, and be adapted to take account of the particular context and subsequent stages of learning. In vocational and higher education, Education for Sustainable Development should be strengthened and attention focused on developing more specific skills and the competences needed within various occupations, as well as on addressing issues such as responsible decision-making by individuals and communities and corporate social responsibility.

Conclusions on a combined approach

The convergences and overlaps between different policy areas advocating a Whole-School Approach to the management and teaching of their topic in schools creates great opportunities for synergies and their inclusion in a 'combined' Whole-School approach. This includes health education, mental health and social development (where school bullying is often placed), sustainable development and environmental education, as well as risk/OSH education. This requires cooperation and joint policy development between the different policy areas and education policy. One way to promote school performance is through certification so many policy areas develop certification for schools. For example, there are already examples of OSH and environmental certification. More global combined approaches also exists. The sustainable development case from Finland actually incorporates various policy areas. The idea of this programme is not to make yet another new demand on schools, but to

guide educational establishments to see that sustainable development can be considered as an umbrella under which various kinds of themes can be implemented. It reflects modern management systems that integrate quality, occupational safety and health, environmental issues etc., in the same documentation and evaluation system.

Figure 8: Model of a 'combined' Whole-School Approach



5.4. Overall conclusions

The cases show how risk education and safety management can be combined in practice. This **helps pupils and students to more effectively develop their knowledge and abilities** on hazard identification and risk control. It also develops their skills regarding responsibility and participation in general.

For schools, the involvement of pupils and students in the risk management of their own environment **helps schools to comply with their duties** regarding OSH management, within the school as a whole, or with regard to specific risks such as violence against staff. This can range from simple hazard spotting and making proposals, to involving pupils/students in school/college safety committees.

Training and involving teachers in occupational safety and health in schools helps to give them the knowledge and confidence to teach risk education to pupils.

Leadership from the head, showing **commitment to a safe and healthy school environment**, is important both for teachers and pupils. On the contrary, if risk education takes place within a dilapidated school or a bullying atmosphere for staff or pupils, then lessons will not be transferred out of the classroom, and a culture of safety will not be developed in the next generation of workers.

Sometimes a **stepwise approach** is best and **interventions must be tailored** to the context of the school. Experiences gained from tackling one issue, such as violence committed against staff or other pupils by pupils, can be transferred to broader projects.

While schools may and do take their own initiatives, **external support** in terms of programmes, resources and guidance is important to help schools that wish to get started. **OSH authorities can use their activities to support the implementation of occupational safety and health legislation in schools as an effective means to promote risk education in schools** at the same time, by integrating it into these OSH enforcement and support activities.

As in all areas of OSH, **success is most likely where staff, head teachers and, in this instance, pupils and parents are involved** in developing and implementing solutions. Furthermore, active participation of workers is a key component of a good workplace safety culture. Positive attitudes and experiences towards participation and engagement in OSH can be developed in schools through actively involving pupils in appropriate ways in safety management in their schools. Recognising the importance of this, countries such as Sweden have made it a statutory requirement.

The use of **health and safety champions in schools or peripatetic OSH teachers** can be an effective way to develop expertise and stimulate activity.

Schools have heavy workloads. They have many demands placed upon them. Therefore, **synergies which help schools to achieve more than one objective at the same time are especially important**. This is the case if risk education is combined with school safety management, or in situations in which both are also integrated into the school's health programme and health education. Furthermore, **synergies should not stop at the school gate** if we want to develop pupil and student responsibility within the community. For example, an EU-OSHA report (2011) on managing the safety of road transport drivers provides examples of projects that bring pupils and drivers together to tackle the issue of violence in school buses.

The whole-school **healthy schools programme presents a proper framework in which to include risk education and create safe and healthy schools** as required by OSH legislation. The prevention of **bullying and harassment** is a particular area of overlap between mental health promotion and OSH and is also one which requires a Whole-School Approach covering the dignity and respect of staff and pupils. There is a lot of scope for combining health, safety and well-being at school with **sustainable development/environmental issues** and education, where a Whole-School Approach is also advocated.

Therefore, the Whole-School Approach should be a means of uniting the various fields of interest encountered in this report: occupational safety and health, public health and accident prevention, and sustainable development. This **'combined' Whole-School Approach** may be considered an ambitious goal and it should be remembered that each field has its own regulatory framework, conceptual definitions and methods. Nevertheless, a holistic and transversal approach seems to be well suited to handle the complexity and interdependency of the various issues to be taken into account. Synergies can be used to save time and resources as well as to educate about the interactivity in the world and the need for joined-up approaches. Moreover, multiple frameworks or support programmes can be used (including funding instruments) to develop projects.

To achieve a 'combined' Whole-School Approach, covering the various issues of health, environment and risk education and such like, requires close **cooperation and working between OSH, these other policy areas and education policy** in order to develop joined-up approaches that will be appropriate for schools and practical for them to implement.

Tools are needed to help schools to implement an integrated approach, not only tools combining risk education and OSH management, but tools which guide them in implementing a 'combined' Whole-School Approach.

Lastly, this is an emerging field, therefore the **continued exchange and sharing of practices**, including at the local level, is very important. Networking at local level can be essential to provide support as well as information and ideas, including through the use of OSH champions and peripatetic teachers.

6. Overview tables

6.1 Whole-School Approach cases

Case no.	Case title	Country	Lead organisation	Educational level	Main achievements
3.1	Safety and environmental awareness for all	Austria	htl Donaustadt school	Higher technical education /Tertiary level	Number of accidents has remained on a very low level for many years. Goal of zero notifiable accidents in the school's workshops was attained for the first time in 2009.
3.2	Overall health and safety education in Základní škola Zárubova v Praze 12	Czech Republic	Zárubova School	Secondary level	Risk reduction in the school. Raised awareness of pupils concerning safety, health, citizenship and protection of the environment. Reduction of accidents and injuries.
3.3	Sustainable development programme and certification – a Whole-School Approach for improving schools' environmental issues and occupational safety and health	Finland	The OKKA Foundation for Teaching, Education and Personal Development	Secondary level	Nationwide networking, national core curricula in general and vocational education support integration of SD in teaching and practices of everyday school life
3.4	'Healthy Schools' WECF Pilot Project	Greece/Bulgaria	Women in Europe for a Common Future (WECF)	Primary and Secondary levels	Schools, teachers' and students' joint actions succeeded in identifying their own problems of health & safety related risks in schools and school environment, and were encouraged 'to develop concrete and practical solutions' to these problems based on their own ideas.
3.5	Health and Safety Authority (HSA) Whole-School Approach	Ireland	Health and Safety Authority (HSA)	Primary, Secondary and Tertiary levels	40,000 students at primary and post-primary levels took part in health and safety programmes as part of the education strategy.

Case no.	Case title	Country	Lead organisation	Educational level	Main achievements
3.6	Preventive practice at secondary school	Lithuania	Vilnius Pilaites Secondary School	Secondary level	New practical experience on how to recognise violence and bullying and how to respond to them ; more coordinated action of the school staff when solving various safety and health problems at school ; decrease of number of pupils permanently violating discipline from 28 in the school years 2006/2007 and 2007/2008 to 6 in the school year 2008/2009
3.7	A secure and safe school	Sweden	Källby Gård school	Primary level	Significant reduction of incidents, accidents and injuries in all areas of the school, year on year; 95% of pupils now regularly use cycle helmets when cycling to and from school.
3.8	A Whole-School Approach to a healthy school	United Kingdom	Department of Health (DH)	Secondary level	The school perceives that the programme is about constant improvement, and reaching National Healthy School Status is just the beginning of how to continue to promote good practices. Staff morale has rocketed, exclusions are now few and far between and student aspirations have soared, with over 90% now progressing to Further and Higher Education.

6.2 Whole-School Approach snapshots

Snapshot no.	Snapshot title	Country	Organisation	Educational level	Main achievements
4.1.1	'Good healthy schools' – an innovative approach to promoting health and safety in schools	Germany	Unfallkasse North-Rhine Westphalia	Secondary level	Educational establishments embracing the approach produce good results, enjoy a high level of educational success and deliver good quality as schools, in tuition and health education.
4.1.2	Prima Klima – A prevention programme for improving the class atmosphere in primary schools	Germany	Unfallkasse Nord, Kiel	Primary level	Staff and parents training modules have been implemented. Communication and conflict management skills allow all parties to cope with violence and aggression by pupils.
4.1.3	Building accident awareness for a lifetime	Greece	DEMCON – Papasavas Nikos Explosive and Conventional Demolitions	Primary and Secondary levels	Safety audits and assessment of school buildings; Implementation of a recording system of accidents and potential accidents inside schools; Awareness seminars for teachers and students; Safety training for teachers.
4.1.4	Peripatetic health and safety teachers	Malta	Health and Safety Unit, Directorate for Education Services	Primary and Secondary levels	Promotion of health and safety at school by teaching, organisation of related activities (Safety week), safety audits and upgrading of fire-fighting facilities and fire alarm systems.
4.1.5	Safety for and by everyone	Netherlands	Roelof van Echten College, Hoogeveen	Secondary level	Establishment of a tailor-made health and safety policy, first aid course and a communication plan 'PR for safety' .

Snapshot no.	Snapshot title	Country	Organisation	Educational level	Main achievements
4.1.6	Online OSH – an interactive & informal OSH approach for both students and teachers	Romania	'Viilor' Economics College, Bucharest	Secondary level	An interactive OSH training for the college's students and teachers
4.1.7	Effective leadership in a local programme	United Kingdom	Healthy Schools	Secondary level	A Whole-School Approach implemented with involvement of the whole local community in Islington. Locally 97% of schools obtained National Healthy School Status (NHSS) from an initial 12%.
4.1.8	Student participation in school design: one school's approach to student engagement in the BSF process	United Kingdom	Coventry University, School of Art and Design, Coventry	Secondary level	Students were involved in a participatory process contributing to the creation of a brief for the design of their new school. Their self-esteem was raised and they understood better budgetary concerns of the school.
4.1.9	International Safe Schools Programme	International programme	International Safe Schools	Secondary level	Establishment of Safe Schools Certifying Centres which develop programmes of injury control and safety promotion including students and staff in the school environment.

6.3 Safety management snapshots

Snapshot no.	Snapshot title	Country	Organisation	Educational Level	Main achievements
4.2.1	Online management of occupational health and safety training skills	France	French Research and Safety Institute for the Prevention of Occupational Accidents and Diseases (INRS)	Vocational/Secondary and Tertiary levels	Establishment of an online system for managing occupational health and safety training routes online both for teaching staff and for students of vocational training.
4.2.2	Anschub.de – Alliance for sustainable health and education in schools	Germany	Bertelsmann Stiftung (Foundation), Gütersloh	Secondary level	Experts from Anschub.de have given advice to more than 100 schools to implement processes in safety management and health promotion that meet their needs.
4.2.3	Process-oriented optimisation of the system of safety representatives at universities	Germany	Unfallkasse Baden-Württemberg	Tertiary level	Optimised collaboration of safety and health representatives at the two universities participating in the action.
4.2.4	Safe school, safe day care, safe playground	Germany	Unfallkasse North-Rhine Westphalia, Düsseldorf	Primary and Secondary levels	Establishment of an Internet portal with information on construction standards and building safety and teaching aids.
4.2.5	'Safety Smart Right from the Start at DIT' – A Step Closer to the Real World	Ireland	Dublin Institute of Technology (DIT)	Tertiary level	Safety induction programmes for students and teachers.

Snapshot no.	Snapshot title	Country	Organisation	Educational Level	Main achievements
4.2.6	Safety at primary schools – working towards a school with no accidents	The Netherlands	Consumer Safety Institute (CSI)	Primary level	Development and implementation of a safety management tool consisting of six modules.
4.2.7	Health promotion in the Amar Terra Verde Professional School	Portugal	Amar Terra Verde Professional School (EPATV)	Vocational/Secondary level	Since 2005 each student has had 25 hours of OSH training when entering the school. Employees have access to continuous training, seminars and lectures.
4.2.8	A partnership approach to creating a healthy and safe school	Romania	OSH department, Gheorghe Asachi Technical University of Iasi	Secondary level	Development of a series of risk assessment tools. Risk assessment resulted in a three-level risk identification process in the school. Corrective actions were proposed, and priorities were established.
4.2.9	Health and safety promotion at Zaragoza University	Spain	University of Zaragoza	Tertiary level	Establishment of a Unit for the Prevention of Occupational Risks at the university.
4.2.10	Occupational Health and Safety at Vocational and Technical Training Schools	Turkey	Ministry of Labour and Social Security & Ministry of National Education	Vocational/Secondary level	Safety training was delivered to 741 school directors.

6.4 Risks and issues

Case/ Snapshot no.	Slips and falls	Building safety	Machine-related risks	Postural risks	Chemical and biological risks	Noise, lighting	Road/traffic	Psychological risks, bullying	Risk	OSH management	Social integration	Environment	Health promotion	Innovative tools, E-	Staff training and support	National framework	European support
3.1	X		X	X	X	X	X		X	X	X	X	X		X		
3.2				X	X			X			X	X	X				
3.3								X		X		X			X	X	
3.4	X				X	X			X			X					X
3.5	X	X	X	X	X	X		X	X	X			X	X	X	X	
3.6								X			X		X		X		
3.7	X	X		X		X	X	X	X				X				
3.8								X			X	X			X	X	
4.1.1										X			X		X		
4.1.2								X							X		
4.1.3		X							X	X					X	X	
4.1.4		X							X				X		X	X	
4.1.5		X							X						X		
4.1.6					X									X			

Case/ Snapshot no.	Slips and falls	Building safety	Machine-related risks	Postural risks	Chemical and biological risks	Noise, lighting	Road/traffic	Psychological risks, bullying	Risk	OSH management	Social integration	Environment	Health promotion	Innovative tools, E-	Staff training and support	National framework	European support
4.1.7								X		X	X		X		X	X	
4.1.8		X		X								X	X	X			
4.1.9	X									X					X		
4.2.1														X			
4.2.2													X		X		
4.2.3															X		
4.2.4	X	X	X	X	X	X	X		X					X	X		
4.2.5		X											X		X		
4.2.6		X							X					X	X		
4.2.7	X		X	X				X	X		X		X		X		
4.2.8									X					X	X		
4.2.9					X				X								
4.2.10															X	X	

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8. Sources of further information

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EU-OSHA web pages on mainstreaming OSH into education: https://osha.europa.eu/en/topics/osheducation

ISSA education and training section: http://www.issa.int/About-ISSA/Prevention-Sections/Section-on Education-and-Training-for-Prevention

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