

THE CYPRUS EXPERIENCE IN MAINSTREAMING OCCUPATIONAL SAFETY AND HEALTH INTO THE EDUCATION SYSTEM



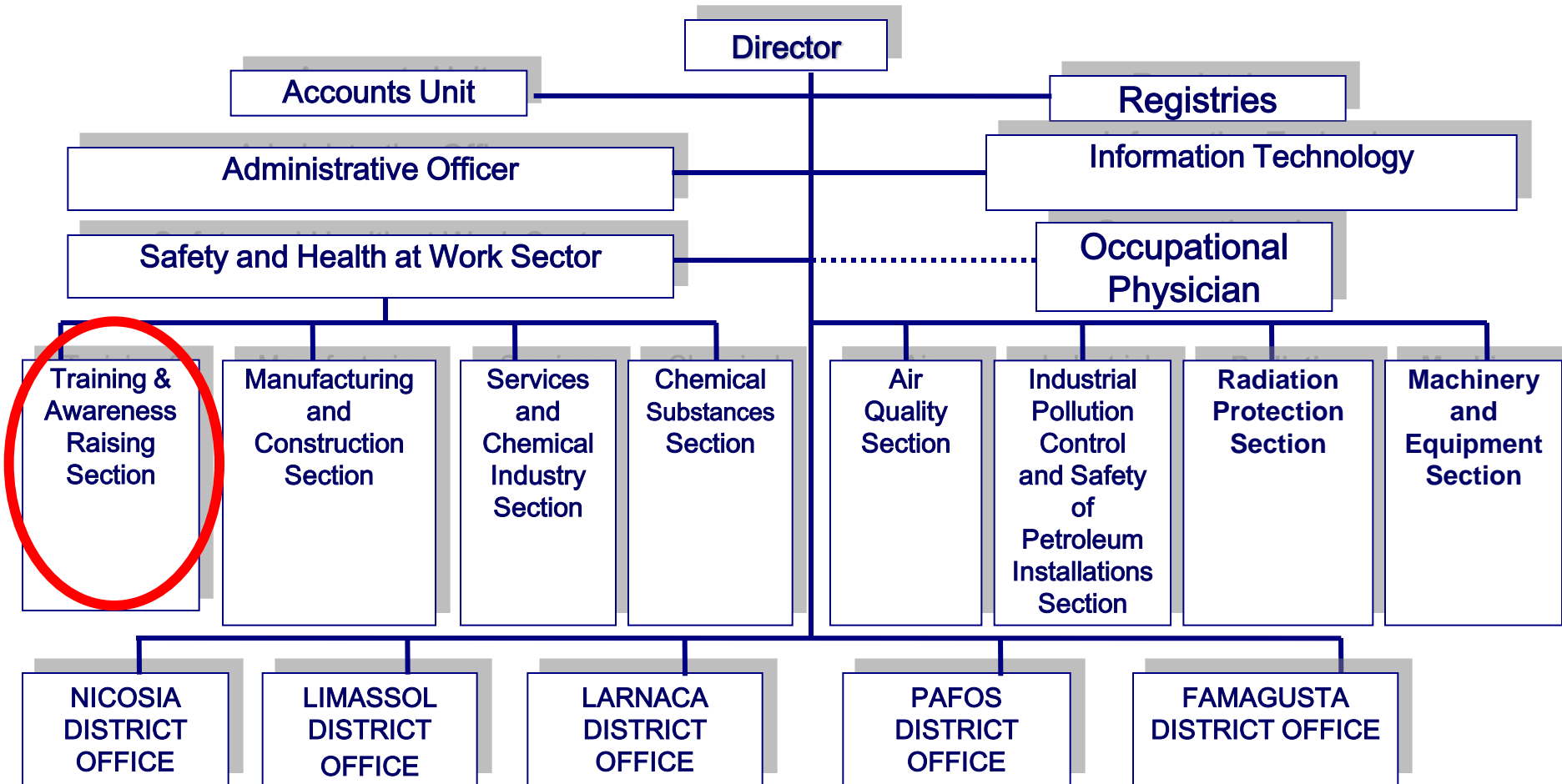
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Department of Labour Inspection (DLI)



- **The Cyprus DLI is one of the Departments of the Ministry of Labour, Welfare and Social Insurance.**
- **DLI's mission includes the safeguarding of suitable and sufficient levels of safety and health at work for all employed persons.**
- **The achievement of the above mission is accomplished via:**
 - **a suitable institutional and legislative framework,**
 - **the raising of awareness among the employers, the workers and the general public, and**
 - **the close cooperation with the social partners and other stakeholders.**

DLI Organizational Structure



Occupational Safety and Health Training Centre (OSHTC)

The OSHTC operates under the Training & Awareness Raising Section of the DLI.



- The OSHTC deals with the
 - dissemination of information and the provision of training to employers, workers and the public in general, on issues of occupational safety and health, as well as with
 - the preparation of leaflets, booklets and other informative material.
- The OSHTC also organises awareness raising and information campaigns and other similar activities.

Strategies on Safety & Health at Work



Two of the fundamental pillars of the Strategies of Cyprus on Safety & Health at Work for the periods 2002–2006, 2007–2012 and 2013–2020, which were based on the corresponding European Strategies on Health & Safety at Work for 2002-2006 and 2007–2012 and the EU Strategic Framework on Health & Safety at Work 2014–2020, are:

- the incorporation of Safety and Health at Work issues into other Policy Areas such as Education, in order to strengthen the Prevention Culture, and
- the close cooperation with the social partners and other stakeholders.

Incorporation of OSH into Education



History

Adopting the principles of the above Strategies, the DLI, in collaboration with the Ministry of Education and Culture (MEC), promoted the mainstreaming of Occupational Safety and Health (OSH) issues into the curricula of the public schools.

Educational System in Cyprus

	Ages	Number of Schools	Number of Pupils
Primary (6 grades)	6-12	345	49.567
Secondary (High School) (3 grades)	12-15	80	21.800
Secondary (Lyceum + Technical) (3 grades)	15-18	62	23.100



Incorporation of OSH into Education - History

- 1. In 2005-2006, a study conducted on behalf of the DLI by an external consultant. The consultant suggested that OSH issues should be mainstreamed in the analytical programme of studies of public education establishments, i.e. Primary and Secondary Education, following the interdisciplinary approach as the most suitable method of integration of OSH in the public education system.**

The aforesaid study was adopted and ratified by a decision of the Council of Ministers of Cyprus in 2006 and the implementation started as from the academic year 2006/07.

Incorporation of OSH into Education - History



- 2. In 2010 the need for a systematic inclusion of health education in schools required the engagement of the MEC in educational reform in Cyprus.**

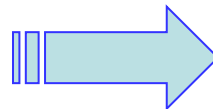
When the government decided to proceed with the Educational reform of the School Curriculum, a Health Education curriculum was developed.

The new curriculum implemented on a pilot base, in a selection of schools, during the academic year 2010/11 and then gradually it was implemented in all schools of primary and secondary education.

The Health Education curriculum

The challenge of the Health Education curriculum is to encourage pupils, parents, staff and the broader community to work together and bring changes that are beneficial to their health.

The emphasis is not how to persuade the individuals to change behavior, but how to persuade them to collaborate, develop partnerships and create supportive environments to health.



The Health Education curriculum



The structure of the new curriculum consists of four main thematic areas.

<p>1. <u>PERSONAL DEVELOPMENT & HEALTH</u></p> <p>1.1 Self Development</p> <p>1.2 Emotional health</p> <p>1.3 Values of life</p>	<p>2. <u>HEALTHY LIFESTYLE & SAFETY</u></p> <p>2.1 Lifestyle & Living Conditions</p> <p>2.2 Food</p> <p>2.3 Exercise</p> <p>2.4 Drugs</p> <p>2.5 Safety (OSH issues)</p>
<p>3. <u>SOCIAL DEVELOPMENT</u></p> <p>3.1 Diversity and transculturalism</p> <p>3.2 Social skills</p> <p>3.3 Sexual and reproductive health, Family planning</p>	<p>4. <u>CITIZENSHIP</u></p> <p>4.1 Human rights</p> <p>4.2 Economic wellbeing</p> <p>4.3 Consumer education</p>

The Health Education curriculum



Second Grade of Primary Education Schools

- The pupils should be able to:
 - Identify risks at home and at school (electrocution, falls, burns, suffocation, injury from a sharp object, poisoning, etc.).
 - Propose and implement behaviors that promote their safety at school and at home.
 - Make suggestions for implementing actions/ changes in the classroom/school to promote safety (e.g. rules on the use of stairs, protection of electric equipment, laboratory safety rules, etc.)

The Health Education curriculum

Fourth Grade of Primary Education Schools

The students should be able to:

- **Classify the types of accidents.**
- **Identify hazards and assess risks inside and outside the home and school (e.g. pool, playground, etc.).**
- **Suggest ways of preventing accidents indoors and outdoors.**



The Health Education curriculum



Sixth Grade of Primary Education Schools

The pupils should be able to:

- Identify risks associated with excessive exposure to:
 - sunlight (e.g. premature aging, skin spots, skin cancer),
 - chemicals (e.g. gases, dust, steam, smoke, smog) entry ways in the body (inhalation, ingestion, dermal absorption) risks (suffocation, poisoning, burns),
 - dust (e.g. respiratory problems).
- Suggest ways of practical prevention of:
 - overexposure to sunlight effects (e.g. protection under sheltered areas, use of sunscreen, use of sunglasses, choosing safe hours of exposure to the sun),
 - the effects of chemicals (e.g. wear gloves and special glasses, ventilation of the space, replacement with non-toxic substances, proper signage, education),
 - the effects of dust (e.g. glasses, avoid working outdoors when the dust is at high level).

The Health Education curriculum



Secondary Education (High School)

The students should be able to:

- Understand definitions (e.g. hazard, risk, safety, emergency, accident, incident) .
- To identify and assess the factors causing accidents and incidents (e.g. ignorance, age, mental ability, negligence, carelessness) .
- Apply behaviors that promote the safety of people in their daily lives (e.g. propose examples of responsible behaviors that promote safety for persons).
- Propose individual and collective practices to prevent risks and accidents at school, at home and in the community (e.g. training, provision of appropriate facilities).

Supportive activities to the mainstreaming

- The DLI with the co-operation of the Ministry of Education and Culture sponsors prizes for:
 - (i) the Poster Competition, and
 - (ii) the Competition of Good Practices in Schools.
- The prizes for the winners for both competitions are awarded during the Annual Ceremony of the Safety Week.



Poster Competition

- The Competition is being organized as from 2003 among the pupils of Secondary Education and the assessment committee consists of representatives of both DLI and MEC.
- Pupils that are awarded the first 3 prizes get a symbolic amount of money and the schools get a trophy.
- The poster awarded the first prize each year is printed in A3 size and distributed at schools and workplaces for awareness raising purposes.
- Desk Calendars are printed by DLI for promotion.



**ΠΑΡΕ ΤΑ ΜΕΤΡΑ ΣΟΥ...
ΔΕΝ ΥΠΑΡΧΕΙ SUPERMAN
ΓΙΑ ΝΑ ΣΕ ΣΩΣΕΙ !!!**





Competition of Good Practices in Schools



- The Competition is being organized as from 2009, among schools of all level of education.
- The assessment committee consists of representatives of both DLI and MEC.
- Each one of the three nominations that that wins gets as a prize a symbolic amount of money.

Health & Safety



Evaluation Criteria of the Competition of Good Practices in Schools



- The intervention is part of a broader approach to risk management which eliminates or reduces the risk at source.
- The intervention meets the learning needs of children (age/developmental stage, social and cultural needs, gender, etc.)
- The intervention has clearly developed with the primary aim of promoting Safety and Health Culture among students.
- The intervention clearly outlines that is the action that caused the elimination or reduction of risk or create students Awareness Security.
- The intervention brings an identifiable and permanent benefit to the school environment, students or community which is sustainable over time.

Evaluation Criteria of the Competition of Good Practices in Schools



- **The intervention does not concern individuals, but is the result of teamwork in which the students and their teachers are engaged.**
- **During the intervention active teaching and learning methods have been used, i.e. active involvement of students in decision-making, cooperative learning, experiential learning, critical investigation and problem solving, recording, documentation, work processing, etc.**
- **Use of realistic/real information and real spaces to give added incentive for children to get involved.**
- **The intervention seeks the involvement and cooperation of other bodies (i.e. Parents Association, School Board, Community bodies, local governments, police, private organizations, sponsors, etc.).**



Current Situation



Integration of OSH issues in the curriculum of:

- **Public schools (Primary and Secondary)**
- **Post-secondary Vocational Education and Training Institutes (Education Institutes for graduates after finishing the Secondary education that provide scientific, technical and professional knowledge and skills).**
- **European University of Cyprus (Private University) offers MSc in Occupational Safety and Health as from 2014 and PhD as from 2016.**

Efforts are made with the two Public Universities to integrate in the future OSH issues in their curriculum.

The Contribution of the DLI

The DLI has supported the successful implementation of the mainstreaming with the following ways:

- 1. Informative material during the development of the training material used at the “Health Education” lesson, has been prepared and provided. (The training material was developed by the MEC).**
- 2. One-day training seminars for all teachers in Secondary Education of the “Health Education” lesson, in January 2012 (app. 200 people in all provinces of Cyprus were organized).**

The Contribution of the DLI



- 3. Training to a number of teachers of the primary education in 2009 in all provinces of Cyprus through the Pedagogical Institute was provided.**
- 4. A brochure entitled «Guide for the Management of OSH» especially for the teachers was prepared in 2014 . The Guide has been posted on the websites of both DLI and MEC and also has been printed and sent to all schools.**
- 5. The Poster Competition and the Competition of Good Practices in Schools are organized and sponsored.**

The Contribution of the DLI



6. Informative material (brochures and CDs with the hero «NAPO» for use by teachers) are provided.
7. DLI Officers visit schools of the primary education accompanied by NAPO and discuss OSH issues with pupils (2015 - 2016: 7 visits).
8. DLI Officers give lectures to students of secondary education, as well as to students at Public and Private Universities on OSH (2015 - 2016: 5 lectures)
9. An Online Interactive Risk Assessment (OiRA) tool for Schools, in order to be used by the persons responsible for the Risk Assessment at each school unit, was developed.



Issues identified so far

There is a need to:

- Encourage teachers to promote the OSH subjects.
- Train the teachers on the risk assessment procedure.
- Increase the controls made by the supervisors at schools regarding the number of interventions made on OSH issues.
- Get feedback from teachers on possible difficulties they face during teaching the OSH issues.

Conclusion

- **The real benefits of the mainstreaming of OSH issues into the curricula of the public schools are expected in the future when today's pupils will become employers and employees.**
- **However, the good practices examples or the posters submitted within the relevant competitions, indicate that the effort in the raising of awareness on OSH issues in the educational system has already started giving results.**

Thank you