



# ENETOSH

## European Network Education and Training in Occupational Safety and Health

A+A 2011: Workshop

Programme: The Mobility Challenge: Comparison and recognition of qualifications in health and safety in Europe

19<sup>th</sup> October 2011 • 9.15 a.m. – 12.30 p.m.

• Pavillon, Room 18

9.15 a.m. **START**

### Three Scenarios:

**Migration, Multi-nationals, mobility – impact on education and training**

**Sarah Copey**, *European Agency for Safety and Health at Work (EU-OSHA)*

**Prof Ralf Giercke**, *Association of German Safety Engineers (VDSI)*

**Dr Ulrike Bollmann**, *European Network Education and Training in Occupational Safety and Health (ENETOSH)*

### SSG Entre

**Johan Nylander**, *SSG Standard Solution Group, Sweden*

### On the job learners safety card

**Anne Melasalmi**, *Finnish National Board of Education, Apprenticeship Training Centre, Finland*

### FORUM III: Construction

**European Modules for Asbestos removal work**

**Lars Vedsmann**, *European Federation of Building and Woodworkers (EFBWW)*

9.30 a.m. **KEYNOTE**

**Modernisation of the Professional Qualifications Directive**

**Jürgen Tiedje**, *European Commission, Internal Market Free movement of Professionals*

**Multilingual manual about health and safety in the building and construction industry**

**Susanne Ulk**, *The Danish Branch Environment Council for Building and Construction (BAR B&A)*

9.50 a.m. **COMPARISON AND RECOGNITION OF QUALIFICATIONS IN EUROPE - RECENT DEVELOPMENTS IN THE EDUCATION SPHERE**

**The Mobility Tool of the European Education Policy: European Credit system for Vocational Education and Training (ECVET)**

**Rob van Wezel**, *KCH International*

### KO-TRANSFER

**Dr Hans-Jürgen Lindemann**, *International cooperation association of Berlin (BGZ), Germany*

**MOVET II – Transparency and acknowledgment of competences**

**Dr Markus Müller**, *TUM School of Education*

11.15 a.m. **COMPARISON AND RECOGNITION OF QUALIFICATIONS IN EUROPE - RECENT DEVELOPMENTS IN THE SPHERE OF HEALTH AND SAFETY**

**Universal qualification and training framework for health and safety professionals across Europe (EUSAFE)**

**Prof Ralf Giercke**, *VDSI*

10.30 a.m. **FORA WITH PROJECTS AND GOOD PRACTICE EXAMPLES**

### FORUM I: Competence

**European competence meta-framework in the automotive sector (VETAS)**

**Claudia Ball**, *DEKRA Academy, Germany*

**The harmonization of CME/CPD (Continuous Medical Education/Continuous Professional Development) and PGT (Postgraduate courses), a challenge for the UEMS**

**Dr Bernard Maillet**, *UEMS*

**Vocational Qualification Transfer System (VQTS)**

**Sonja Lengauer**, *3s Unternehmensberatung GmbH, Austria*

### MAP:ECVET

**Dr Petra Herz**, *Association of Medical-Technical Assistance, Austria*

**Entry Level Award in Workplace Hazard Awareness**

**Neal Stone**, *British Safety Council*

### FORUM II: Safety Card

**The Occupational Safety Card Finland**

**Päivi Rauramo**, *The Centre for Occupational Safety, Finland*

11.50 a.m. **ROUND TABLE DISCUSSION: WAYS OF IMPROVING HOW QUALIFICATIONS IN HEALTH AND SAFETY ARE COMPARED AND RECOGNISED IN EUROPE**

**Stakeholders from various areas of society:**

**Sarah Copey**, *EU-OSHA*

**Isabelle Bonnaire**, *National Agency Education for Europe at the BIBB*

**Giancarlo Bianchi**, *ENSHPO*

**Dr Bernard Maillet**, *UEMS*

**Dr Markus Müller**, *TUM*

**Lars Vedsmann**, *EFBWW*

The advance of globalisation has resulted in cross-border mobility of workers becoming an important topic in occupational safety and health (OSH). Aspects such as migration, multi-national corporations and free movement of workers have an increasingly important role to play in health and safety. This workshop focuses on the implications of increased mobility on education and training in health and safety. What is the current situation for comparing and recognising vocational qualifications in Europe? What possible pathways do exist to ensure that qualifications in safety and continuous medical education can be recognised across borders? What are the current initiatives for the development of accreditation systems in terms of this? And what about comparable basic qualifications for those starting their careers in Europe?

The workshop is designed as a think tank: It is an opportunity to provoke new ideas from various societal areas, to examine current instruments used in European education policy and to see examples of projects currently in place.

The goal of the workshop is to develop a solid description of the demands arising from cross-border mobility on education and training in the field of health and safety as well as the development of a matrix of possible ways of improving the process of comparing and recognising qualifications in health and safety in Europe.

The workshop will be lead-managed by the European Network Education and Training in Occupational Safety and Health (ENETOSH) in cooperation with the European Agency for Safety and Health at Work (EU-OSHA), the European Network of Safety and Health Professional Organisations (ENSHPO), the Association of German Safety Engineers (VDSI), the National Agency Education for Europe at the BIBB and the Working Group Higher Education of the German Social Accident Insurance (DGUV).



**DGUV**

Deutsche Gesetzliche Unfallversicherung  
Spitzenverband

## Scenario – migrant workers

Sarah Copsey, EU-OSHA

Increasing mobility of workers is one of the growing demographic changes worldwide and it is likely that migration will continue to increase. Migrant workers are a diverse group and include at least two groups, workers moving between European Union Member States to work and workers from outside of the European Union. They also range from the highly skilled to the unskilled.

OSH legislation requires vulnerable workers to be taken account of and for training and instruction to be understandable. European anti-discrimination legislation covers race and the European Commission has set objectives on combating discrimination in the labour market on the basis of racial and ethnic grounds.

Within the OSH field, it is an issue that needs to be mainstreamed across OSH activities: instruction and training in general, sectors (especially agriculture, construction, cleaning, hotel and catering, domestic work, etc), and into the prevention of specific risks, 3rd party violence being a more obvious one. It is an area that needs cross-policy cooperation and synergy.

OSH issues include: lack of access to these workers due to workers' mobility, undocumented labourers, language barriers, the seasonal and temporary nature of the work, and rural location for agricultural workers; casual, unregulated nature of domestic work etc; lack of information on how to include migrant workers in risk assessment and prevention activities; differences in culture and previous work circumstances and OSH culture; lack of awareness by employers of their duties in some sectors where migrant workers typically work; and the important OSH role of supervisors. The issue of different cultural approaches to OSH can also be an issue regarding employers or building owners who are from outside the EU. Culture and worries of job security, for example, can also affect willingness to report problems or share health problems, which affects risk assessment.

### Needs include:

- Identify and share good practices and tools regarding risk assessment and training
- Identify and share good practices regar-

ding reaching migrant workers and their employers

- Improved ways of involving migrant workers in OSH at the workplace
- Raising awareness
- Mainstreaming migration across OSH activities
- Cross-policy cooperation and synergy
- Cross-national working
- Mainstreaming OSH into education worldwide

### Good practices include:

- Less theoretical and more interactive OSH training - which assists everyone in learning
- examples of 'silent' pictorial training information
- Translated basic OSH information

An example of overcoming a language barrier: Trained doctors from another EU country with a working-level of English were recruited to work in the UK. But despite their English skills they found they often could not understand their patients. A dictionary was produced for them containing the colloquial terms and euphemisms (especially for problems related to the urinal-genital and reproductive systems) used by their patients.

## Mobility as a Goal of European Education and Employment Policy

Dr Ulrike Bollmann, Institute for Work and Health of the German Social Accident Insurance

The great mass migrations of the 19th and 20th centuries were characterized by the movement of unskilled people. In the 21st century, accelerated structural change has increased the importance of acquiring skills and qualifications as well as increased effort to improve learning and career mobility and mobility of skilled workers.

The following are the most important goals for this:

- Skills and qualifications which are transparent and comparable

- Recognition of qualifications
- Supplementary European or international qualifications
- Acquisition of language and intercultural skills

To reach these goals, there are various tools available at the European level which can be distinguished as follows:

1. The European Qualifications Framework (EQF) for lifelong learning, the European Credit system for Vocational Education and Training (ECVET) and the Europass Mobility system which is used to document skills acquired abroad.
2. EU guidelines and national legislation such as Directive 2005/36/EC on the recognition of professional qualifications (which is currently being revised) and the recently passed German law for improving the identification and recognition of professional qualifications obtained abroad.
3. Initiatives aimed at introducing European and national professional cards for specific sectors.

Work is also being done on making certain professional knowledge both accessible and transferable at an international level.

Mobility is a common goal for education and employment policy against the backdrop of international competitiveness; however, there are significant differences in the methods used to achieve this. In terms of education, the sovereignty of EU member states means that cooperation is purely based on the Open Method of Cooperation (OMC) which only provides non-binding guidelines and recommendations. However, in terms of employment policy, the EU can legislate mandatory guidelines such as the free movement of goods, services, capital and workers which in turn must be implemented at the national level and thus, result in harmonisation of various national legislation.

The workshop will present the most important tools and show examples of their implementation. Finally, we will look at how these can be used to improve the comparability and recognition of OSH skills and qualification in Europe.

## Modernisation of the Professional Qualifications Directive

Jürgen Tiedje, European Commission

In consultation with stakeholders, the European Commission is seeking to modernise the Professional Qualifications Directive (*Directive 2005/36/EC*).

Internal Market Commissioner Michel Barnier said „Updating the Professional Qualifications Directive is one of the priorities of the Single Market Act and will help make the European economy more competitive while encouraging growth and job creation. We need to make it easier for professionals to go to where job vacancies exist. We will consider a number of important issues during this process including the creation of a professional card for interested professions and improving the training requirements for certain professions.“

The Green Paper outlines possible ways forward that build on past achievements while developing new approaches to enhance mobility: For instance, **the introduction of a professional card** closely linked to the Internal Market Information System (IMI) could make it considerably easier for professionals to have their qualifications recognised in another Member State. A professional card issued by a competent authority in the professional's home Member State could then allow the professional to demonstrate his/her credentials (having the necessary qualifications, being authorised to practise) to consumers, employers and relevant authorities in another Member States.

Similarly, stakeholders are invited to give their input about the **potential of new common platforms** to facilitate the mobility of professionals where there is no automatic recognition by developing sets of commonly agreed criteria for professional qualifications. They could be used to reduce differences in training requirements.

In addition, the **minimum training** requirements of certain professions (e.g. some health professions and architects) could be reformed. To that end, certain adjustments to the duration and content of training, as well as possibly changing the requisite language skills for health professions, could be necessary. This would also strengthen the legitimacy of automatic recognition of

qualifications.

Stakeholders are invited to respond to the consultation by 20 September 2011. The Commission will subsequently organise a high level conference on 7 November 2011. A legislative proposal is foreseen for December 2011.

### Background

The Green Paper aims to gather stakeholders' views on the modernisation of the Professional Qualifications Directive (*Directive 2005/36/EC*).

The primary aim of this is to facilitate mobility of EU citizens for professional purposes. It is one of the twelve levers for growth proposed in the Commission's Single Market Act (*IP/11/469*). The Green Paper follows a report of how the Directive works in practice (*IP/10/1367*) and a first technical-level public consultation launched in January 2011 (*IP/11/14*). A final evaluation report, as well as a summary of the responses to the first consultation, will be published by the end of June.

The consultation document can be found here:

[http://ec.europa.eu/internal\\_market/consultations/2011/professional\\_qualifications\\_directive\\_en.htm](http://ec.europa.eu/internal_market/consultations/2011/professional_qualifications_directive_en.htm)

See also MEMO/11/438

For further information:

[http://ec.europa.eu/internal\\_market/qualifications/index\\_en.htm](http://ec.europa.eu/internal_market/qualifications/index_en.htm)

## The Mobility Tool of the European Education Policy: European Credit system for Vocational Education and Training (ECVET)

Rob van Wezel, KCH International

The diversity of approaches for ECVET implementation corresponds to the diversity of VET approaches and systems in Europe. In most countries, the stakeholders in charge of VET align to the main objective set in the ECVET European Recommendation and introduce ECVET to facilitate learning mobility in

VET. Preparing for ECVET implementation encompasses activities ranging from legal and regulatory updates to broad range testing initiatives. Yet some of the characteristics of ECVET link to VET reforms at national, regional or local levels towards more permeability within and between systems and to the development of qualifications frameworks. This explains partly the difficulties in preparing for implementation and the need, at the start of the process, to ensure cooperation between stakeholders.

All 30 countries covered by the Cedefop 2010 monitoring have engaged in implementing ECVET even if few follow a more timid approach. Eight main strategies for taking ECVET forward emerge from the analysis; in most cases those strategies are combined. Twelve countries are engaged in broad range testing initiatives; among which Germany, Finland, Austria or Belgium (Wallonia). They are considering ECVET either for enabling learning and qualifying mobility or for supporting permeability within the VET system. Those initiatives contain in their first phase feasibility or impact studies for grounding political decision-making processes. Further initiatives take advantage of on-going ECVET testing and use developments and results of European ECVET projects thus benefitting from economies of scale (Belgium-Wallonia). Of the eight strategies the 'learning by working in projects' which denotes the strong involvement of stakeholders in the field of ECVET (and relates to European programmes) is the most widespread, followed by updating and adapting legislations, regulations and qualifications systems. A key role appears to be given to projects and project partnerships and consequently the expectations are high to gain insights, and best-practices for ECVET implementation and possible regulatory amendments. The different strategies, the setting-up of governance structures at European and national level, the multiplicity of ECVET tests running demonstrate endorsement for ECVET in Europe. Possible factors ECVET initiatives and projects allow for identifying factors supportive of ECVET implementation in terms of strategy:

1. A policy decision (agenda setting, initiative, etc.) fed by evidence: Evidence is gathered within research and development activities and on the basis of European ECVET projects. There is a strong element of European comparative analysis of characteristics of VET systems and qualifications systems and incremental work on shared understanding;
2. Involving a wide range of stakeholders operating in the VET and qualifications systems, such as competent authori-

ties, awarding bodies, assessment board, training providers, labour market representatives, providers, regional and national authorities, etc.;

3. Embedding ECVET development in policies and initiatives in related issues such as validation mechanisms for non-formal and informal learning, qualifications frameworks, 'Europeanisation' of learning paths etc.;
4. Establishing a legal basis for ECVET introduction and management (regulations, legislations, gentlemen agree -ments);
5. Carrying-out evaluation and feed-back loop. The broad range initiatives include a phase of evaluation and feed-back to policy-makers.

#### **Implement ECVET an impossible challenge?**

More precisely, as from 1st September 2011, all young people in initial vocational education and training, in the three sectors concerned, will enrol in training pathways leading to qualifications organized in terms of units. We have consequently only one school year to re-write our qualifications, reorganize the programmes, inform teachers and adopt the legislation. The enterprise we are launching is hence enormous while we only have little time available as well as little additional resources since, as everywhere else in Europe, we are facing the consequences of the economic crisis.

Thus, we cannot afford to carry out preliminary studies to progressively define the fundamental principles for ECVET implementation. We will work in a pragmatic approach that will build on the experience accumulated at European level and will use as the basis of our work the tools being currently produced in the framework of the ECVET pilot projects. In the first place we will use the outcomes of projects OPIR, RECOMFOR and VALOGREG in which Belgium is a partner but we also plan to integrate in our documentation tools developed by other projects such as SME MASTER Plus and ASSET. In this context, we will be in particular interested by all the analytical documents and synthesis produced as a result of pilot project's common meetings. Having been inspired by the outcomes of pilot projects' work, we have already, together with the inspection and representatives of training centres, taken key decisions on fundamental principles of our future qualifications system based on units of learning outcomes. For example, the units in the future system will be all related to the key activities of the occupation for which the

qualification is expected to prepare and they should all be meaningful for the learners as well as for employers.

### **MOVET II – Transparency and Recognition of competences**

Dr Markus Müller, Technical University Munich, School of Education

The European Credit system for Vocational Education and Training (ECVET) is currently being developed. The aim of the system is to assist individuals who are learning abroad and to ensure that the learning outcomes/competencies they acquire are recognised across countries. Through the MOVET Project it is possible to have professional skills learned abroad credited to the learning institution in the individual's home country. The project is operated under Leonardo da Vinci and offers an insight into early examples of implementing mobility in the field of technical vocational education.

#### **Current situation**

An important factor for companies who are looking at sending their trainees abroad for work is the development of their personal and social skills while they are living abroad (mobility). Up until now, the improvements in professional skills have been rather neglected but they hold enormous potential for expanding European mobility in vocational education. It is important that these professional skills are made transparent so that it is possible for learning institutions in the home country to recognise them. This is the starting point for MOVET (Modules for Vocational Education and Training for Competences in Europe) which develops modules and tools for recognising the professional skills and qualifications of mechatronics specialists across countries.

#### **Tools**

In addition to analysing the curriculums of vocational education that is similar across partner countries (Germany, Finland, Slovakia, Denmark) we also use a skills matrix and taxonomy table to determine the level of learning. These tools will be described in my presentation.

The presentation will appeal to those responsible for education and training by

demonstrating ways of supporting transnational mobility as part of vocational training.

### **The Leonardo da Vinci project VETAS – an introduction**

Claudia Ball, DEKRA, Germany

Today's automotive sector is characterized by steadily ongoing work process innovations, by the development of global delivery networks, and by increasing competition. This yields a lot of requirements for the employees in terms of flexibility to cover the needs of this ever-changing world of work, or, in other words, the ability to cope with complex work requirements which can only be determined properly on the basis of a collaboration of all players in the field, as enterprises and employees, social partners, providers of training and education, public authorities. This situation delivers good arguments for setting up a framework of VET stakeholders in the automotive sector. Therefore VETAS aims to set up a network of practitioners coming from automotive enterprises, VET schools and other training providers, public authorities, social partners as well as researchers which ensure the quality of training in a way that requirements of work processes are to a maximum degree matched by the abilities of employees to carry out their work.

The major activities associated with this network initiated by the VETAS project are

- The creation of a knowledge database with data on the situation of education and training in the automotive sector, provided for use by all stakeholders in the field
- Delivering an overview of methods of setting up occupational profiles and designing qualification processes
- Monitoring and evaluation of training approaches in the automotive sector at the national and European levels
- The identification of best practice models
- The creation of a forum of mutual exchange
- Preparation of policy recommendations.

The project VETAS has been funded from 1.10.2008 – 31.05.2011 with the support from the European Commission. The VETAS con-

sortium consists of 10 partners representing six countries from all over Europe.

For further information:  
<http://www.project-vetas.eu>

## VQTS - Vocational Qualification Transfer System

Sonja Lengauer, 3s Unternehmensberatung GmbH, Austria

The VQTS Modell: An approach for structured description of work-related competences and their acquisition.

The VQTS project has developed an approach that involves a system of a structured description of work-related competences and their acquisition (including Credit Points). The VQTS model enhances transparency of vocational competences and in particular offers a solution for the description of the acquisition of work-related competences that could support the understanding between the world of education and the world of work. The core elements are the Competence Matrix and Competence Profiles.

The VQTS model can be used for

- the transfer of vocational competences acquired abroad (mobility in VET)
- the transfer and recognition of competences acquired within the formal VET system as well as competences achieved through non formal or informal learning
- the development of qualifications
- composing job profiles as well as personnel (human resources) planning
- enhancing the visibility of differences in qualifications
- for use in the development of the European Qualification Framework.

The VQTS model was developed for the Leonardo da Vinci pilot project VQTS - Vocational Qualification Transfer System.

## Job Mobility in Europe. The difference lies in the details! – Is the difference detailed?

Dr Petra Herz, Association of Medical-Technical Professionals, Austria (DMTF)

In Europe, many people undertake training opportunities outside their own country. But this type of mobility is limited by several factors: There are no systems that allow the transfer, validation and recognition of learning acquired abroad. The same applies to the transition from one training system to another. The „European Problem“ of a lack of transparency and transfer options can only be worked on and solved with a European approach.

The MAP framework for rating skills was developed as part of the MAP:ECVET Project (Medical Assistant Professions and ECVET) and shows how learned skills can be made transparent. Improved transparency facilitates mobility between different European countries and their different educational systems. A practical example: Step by step: simple – practical – immediately applicable.

## Entry Level Award in Workplace Hazard Awareness

Neal Stone, British Safety Council

The British Safety Council, a UK based charity, with a vision that no one should be killed, injured or made ill by their work, is committed to support the training and education of young people to help them understand and play their part in managing the risks they will face when they become the employees of the future. The evidence from research concerning the exposure of young workers to the risk of workplace injury and work-related ill health is clear; global, European and UK research shows clearly that young workers, including in particular in agriculture and construction, are at far greater risk of injury than their adult counterparts. The British Safety Council made the decision in 2007 to devote some 600,000 euros every year over

a ten year period to fund an entry level qualification in health and safety qualification in health and safety awareness for young people in full time education between the ages of 14-19 years. This year some 60,000 young people will gain this qualification in the UK.

Preliminary findings from a survey of young people who have undertaken the entry level awareness training and gained the qualification shows that their involvement does result in a greater awareness of the importance of positive safety behaviours and of the need to challenge unsafe working practices when confronted with them at work. The British Safety Council's 'Speak up, Stay safe' campaign builds on the entry level qualification and encourages young people to adopt and maintain safe behaviours when moving into employment.

We believe that this qualification could be transferred with small modification across the European Union and make a major contribution to encouraging safe behaviours. Our vision is that every young person leaving full time education and entering employment in the EU should have had the opportunity to undertake training and acquire the necessary knowledge and encouraged to adopt safe work behaviours. That training and development must begin before young people leave full time education. We acknowledge that there is considerable evidence to show that this training and development in order to be effective should begin well before young people leave full time education.

## The Occupational Safety Card Finland

Päivi Rauramo, Centre for Occupational Safety, Finland

In Finland, the Occupational Safety Card has become a popular way to complete the basic training in safety and health at work. It is a training system developed to enhance occupational health and safety in the shared workplace. Currently 700 000 (about 100.000 per year) Occupational Safety Cards have been granted. Significant accident rate reduce and safety culture improvement has been identified in the companies, where the Safety card has been implemented as a part of the OSH Management systems. In success

the safety managed by the Contractor Company is in the key role. Also strong safety culture is important.

The Occupational Safety Card Course is held by a course leader who is qualified in a specific trainer training. The course leaders are registered and they have to be members of the qualified licensed Training Provider Companies. The training is monitored to ensure the common practice and quality. The persons who pass the course after a successfully passed written exam are granted the Occupational Safety Card, valid for five years. The test is carried out under the supervision of the course leader. The course guide "Occupational Safety in the Shared Workplace" is available in several languages.

Companies, representatives from labor market organizations, the insurance sector and educational organizations have participated in the development process of the Safety Card. These organizations form also the Occupational Safety Card Committee. They take care of the guidance, monitoring and development of the card system. The Course material is provided by the Centre for Occupational Safety Finland, which represents Finland in ENSHPO - The European Network of Safety and Health Professionals.

## Ssg Entre

Johan Nylander, SSG Standard Solutions Group, Sweden

Ssg Entre is a common safety training for contractors working in the Swedish industry. During 2002-2004 discussions in the Swedish pulp & paper industry about increasing safety demands on contractors and also harmonizing training were going on. This led to the development of Ssg Entre – common safety training for contractors in the industry. It is a three hour interactive webtraining where a certification test has to be done and approved before a safety pass is issued. All industries that demands Ssg Entre can add their local information/training on the same web platform. Since the start 2007 around 80 000 contractors have completed the training that is accessible in the following languages; Swedish, Finnish, German, English, Polish, Italian, Norwegian.

## On the job learners safety card

Anne Melasalmi, Finnish National Board of Education, Jyväskylä College, Apprenticeship Training Centre, Finland

The Jyväskylä Educational Consortium is an educational institution owned by Central Finnish municipalities. It provides vocational education for the needs of trade and industry and is an active player in the world of work. Our goal is to provide our graduates with the skills and competences needed to succeed in the increasingly international labor market. Jyväskylä Educational Consortium forms one of the largest institutions of vocational education in Finland. We provide vocational education and training for 6000 young and 12000 adult students every year. We have strong links with the industry. A significant share of the learning takes place on the job. Work placement provides students with a possibility of gaining valuable practical work experience.

We have an active role in regional development. It is of vital importance for the vocational institutes to develop their education in co-operation with trade and industry and the public sector. Our partners include the Regional Council of Central Finland and the Ministry of Education and the National Board of Education in Finland.

The students obligatory health and safety card is one important part of the development of the job-learning system. It is important that the students learn to develop all their lifetime the knowledge of health and safety skills.

## European Modules for Asbestos removal work

Lars Vedsmann, European Federation of Building and Woodworkers (EFBWW)

Over the last decades the European Union has banned the manufacture, distribution, trading and use of Asbestos and has been regulating activities related to the destruction of this material. However, Asbestos remains a deadly material, and in spite of the extensive ban and extensive efforts

made to eliminate it, it is still present in buildings and constructions throughout Europe. Indeed, asbestos can be found in many different places, but particularly in public and private buildings, where its presence is often unknown.

Even with a ban, time is working against a safe removal of all existing asbestos. People who installed it and knows how to identify asbestos-containing materials in buildings and ships are retiring from the construction sector. Newer generations do not have any experience with the old materials they can find when doing maintenance, repairing work, demolition or other activities. You can meet asbestos in 2 ways:

1. intentionally (Asbestos removing companies, or well-known asbestos removal projects) as well as
2. unintentionally, i.e. those professions carrying out maintenance activities in buildings; those who are running repair or renovation activities; demolition workers or also people in the recycling sector and not to forget all the handymen (different occupations such as electricians, heating engineers, carpenters and fitters or plumbers).

Workers from all these professions need specific knowledge about asbestos containing materials, i.e. where and when these materials have been used, how to identify them, how to proceed with these materials when they are found, and so on. Considering this, it is of the utmost importance that workers involved in maintenance activities have adequate and in depth knowledge provided by specific training. The situation varies significantly from one country to the other: whilst in some Member States very high legislative and training requirements have been put in place, in other Member States a lot still remains to be done. Asbestos is dangerous whether in one country or another, and it seems important that minimum requirements throughout EU is set up, and thus facilitating exchange of best practices across the EU.

A social dialogue project is being set up between FIEC (Contractors) and EFBWW Construction Trade Union which aims at resulting in different easily understandable information modules. These modules shall help the employers and the training providers to inform and to instruct the workers at the workplace about possible risk situations and about the appropriate measures to be undertaken for safe working. The modules will deal with different target groups:

- Asbestos removal companies and workers

- Maintenance and refurbishing companies and workers
- Clients and house-owners
- Building technicians, labour inspectors and others advisors

The project tend to improve awareness and sensitivity for risky work situations of the younger generation and for better motivation for safe working with asbestos material in our industry.

The remarkable gap which exists in the awareness of harmful risks of asbestos contaminated materials in European construction companies touches namely most seriously the instruction of the worker by the employer at the workplace.

Another aim of our project is the transfer of good practices, mainly towards those countries where significant improvement is needed. The European construction sector is highly border-crossing and thus it will give a higher degree of safety to migrant refurbishment workers and companies.

Another result of the project will be to facilitate and to foster the networking between national prevention institutes, the social partners and the public and private training providers.

The project is being regarded as the social partners' contribution to the EU-OSHA maintenance campaign.

The project is giving a transnational dimension via the participation of the European Social Partner organisations for the construction industry. Through their internal structures EFBWW and FIEC will communicate the results to the national social partner organisations in all EU-member states. Because of their national involvement in the different prevention systems and also in their vocational training system, they are also able to disseminate the project results through these channels and to use them directly.

## Multilingual materials about health and safety in the building and construction industry

Susanne Ulk, representative of "The Danish Branch Environment Council for Building and Construction" (BAR B & A)

The workshop will present good practice of translated basic OSH information and materials, that is

1. a new manual about health and safety in the building and construction industry
2. videos "Bent E – training on the working environment" from different jobs in the construction sector.

The manual provides guidelines on good practice and how the rules of the Health and Safety Act can be followed within enterprises and on building sites.

You find the manual on the web site [www.haandbogen.info](http://www.haandbogen.info), here you can switch between four different languages: Danish, English, German and Polish.

The manual has been prepared for corporate health and safety organisations, but it can also be used by planners, advisors, coordinators working for developers, safety managers, trainers, suppliers and anyone else with an interest in working environment conditions in the industry. As a teacher in health and safety you can use the manual successfully.

### Bent E - training on the working environment

The best way to learn is to use various senses simultaneously. Therefore, you can view videos here, perform tasks, take on challenges, read relevant documentation and be inspired as to how you can find answers to lots of different questions on the working environment; either in a context in which the various elements support one another, or by looking at one topic at a time and working in a structured manner with issues relating to heavy lifting, for example. All in four languages: Danish, English, German and Polish. This provides you with a vast range of options as a teacher as you can arrange your teaching freely and use all the training material, or just parts of it.

When you first access the homepage ([www.byggesikkerhed.dk](http://www.byggesikkerhed.dk) ; [www.safe-construction.dk](http://www.safe-construction.dk) ; [www.bilid-ryzykuj.dk](http://www.bilid-ryzykuj.dk) ; [www.sicheren-arbeitsplatz.dk](http://www.sicheren-arbeitsplatz.dk)), the navigation is self-explanatory. You click on the relevant

specialist group (15 different), and from there you can choose videos, tasks or facts. You can always navigate among the three menus – either by using the icons at the top of the page or by using the menus down the left or right side. You can also find the videos on YouTube.

## The harmonization of CME /CPD and Post Graduate Training, a challenge for the UEMS

Dr Bernard Maillet, European Union of Medical Specialists (UEMS)

The UEMS was created in 1958 in order to promote the free movement of European medical specialists while ensuring the highest quality of medical care for European citizens. For this purpose, the UEMS developed standards and policies in key areas of post graduate training; continuing medical education and continuing professional development; and quality assurance in specialists practice.

In 2000 the UEMS created the European Accreditation Council for CME (EACCME®) and succeeded in bridging together National Accreditation Authorities to facilitate recognition of quality assessment of educational events organised all over the world.

Accreditation in Europe is a developing matter in some countries while it is already there for many years in other countries and the way accreditation is looked at by the Authorities is also very different. The UEMS has as a goal to harmonize the process meaning that we want to have similar objectives but that the way to get to these can be different.

CME/CPD is an important part of the medical practice today. When we look at the training to become a (specialist) doctor, it starts with undergraduate and graduate training at the University followed by the Postgraduate Training that is done in cooperation between the profession and the University (ideally).

In the past this was the end of the process but it is more than obvious that a life long learning has to be done in order to maintain knowledge and skills for the practitioner.

Here CME/CPD is an important factor. It started with Continuous Medical Education where mainly theoretical courses and congresses were organized. Nowadays this is completed by the improvement of communication, IT, managerial and social skills and is more concentrated on the practice of each individual practitioner and his or her needs, what is called Continuous Professional Development (CPD). From April 9th 2009 onwards, the e-learning is an integral part of the UEMS-EACCME evaluation and accreditation process.

The UEMS is now launching the European Council for Accreditation of Medical Specialists Qualifications (ECAMSQ®) which aim

is to address the issue of medical specialist qualifications across Europe and ensure that medical specialists meet the highest standards of qualification for the best quality and safety of care provided to patients. The ECAMSQ® ultimately aims to assess and certify medical specialists' competence on the basis of harmonised European standards developed by the UEMS.

Such challenging project will facilitate free movement of medical specialists by providing evidence to Member States that the qualifications of each medical specialist are assessed in accordance with the highest standards of medical care. Thus the automatic recognition of professional qualifications

implemented in the framework of the Directive 2005/36/EC could be supported through the accreditation of medical specialists' qualifications provided by ECAMSQ®.

ECAMSQ® will bring real added-value both for European Member States and individual physicians. From a European perspective, some Member States are currently questioning the competence as well as fitness for practice of foreign practicing doctors. For this purpose, the ECAMSQ® will enable them to have a competence-based assessment of medical doctors' qualifications thus providing them with confidence that foreign medical doctors across Europe are fit for practice.