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INTERNATIONAL SOCIAL SECURITY ASSOCIATION  
ASSOCIATION INTERNATIONALE DE LA SÉCURITÉ SOCIALE  
ASOCIACIÓN INTERNACIONAL DE LA SEGURIDAD SOCIAL  
INTERNATIONALE VEREINIGUNG FÜR SOZIALE SICHERHEIT

## Good Practices in Social Security

Good practice in operation since: 2016

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### **Safety at work training? Take it easy, the future is in your hands**

National Employment Accident Insurance Institute  
Italy

## **Summary**

*The project, which integrates the dissemination of knowledge, communication and emotional involvement, is aimed at promoting the culture of prevention through the creation of a dynamic path, dedicated to high school students and related to the main risks of health and safety in living and working environments, as addressed in Legislative Decree 81/2008.*

*The first part is a two-year phase, in which the National Employment Accident Insurance Institute (Istituto Nazionale per l'Assicurazione contro gli Infortuni sul Lavoro – INAIL) experts teach first and second year students the different modules that make up the training path. The second phase directly involves third year students who are called to re-elaborate the didactic materials which, in their fourth year they will transmit to the students in the first two-year classes.*

*The project ends in the fifth year with an event in which students who have best engaged with their learners are rewarded. The training package consists of slides, handouts, tutorials, workbooks, as well as video tutorials for teaching materials and a vade mecum.*

## **The issue or challenge**

*What was the issue or challenge addressed by your good practice? Please provide a short description.*

Promoting among young people a culture of health and safety in the workplace and helping to create a firm link between the world of school and work through actions aimed at developing awareness, sensitivity and assimilation of shared values are priority objectives for INAIL.

Therefore, it is important to implement a project oriented towards secondary school students, to facilitate the internalization of fundamental concepts of risk and hazard in life and work environments, and therefore guide their daily actions towards the most correct choices.

In line with the current regulatory provisions on the protection of health and safety in workplaces set by Legislative Decree 81/2008, which emphasizes the importance of sensitizing future workers to prevention in living and working environments and acquire healthy and safe lifestyles, the school is considered as the best place to promote educational values and principles so that a risk prevention culture accompanies children throughout their lives.

The school environment represents an ideal context in which to structure, articulate and deepen the culture of safety in order for the concept to take root and become a lifestyle of the new generations.

Young people perceive safety as a distant, for-adult issue, and their reaction oscillates between indifference, rejection and repression. The more safety issues are promoted through rules given as axioms, the more difficult it is to internalize these issues because they come across as “orders”. The process to acquire awareness and perception of risk starts in childhood but it seems to stop in adolescence, when the desire to “be adult” sometimes appears through the deliberate violation of safety codes. Rules and values are felt as a concrete part of the adult world to which boys and girls try to belong but which, at the same time, they tend to oppose.

Starting from this phase of evolution of the individual personality, a clear attraction to challenge is expressed in the form of experimenting with frontiers of risk and hazard that involve a multiplicity of risky situations and the idea of safety is perceived as a constraint or an obstacle.

The innovation of the project is to treat the proposed themes in a way that underlines the consequences of dangerous behaviours for young people and others, to enable them to think of the most suitable actions to adopt. This approach is based on psychological studies of the educational evolution of children which show that imposing things “to do” does not, in some cases, lead to acceptance of the same. In contrast, informing teenagers about consequences increases their self-esteem and confidence including the ability to choose the right thing. Thus, developing responsibility for one's own deeds and acts enables young people to think more consciously about risks, which favours the approach to prevention and safe behaviour.

## **Addressing the challenge**

*What were the main objectives of the plan or strategy to resolve the issue or challenge? List and briefly describe the main elements of the plan or strategy, focusing especially on their innovative feature(s) and expected or intended effects.*

The project targets adolescents between the ages of 14 and 18 and aims to help them onto a path of awareness. It is necessary for young people to assess the risks of their actions, to take responsibility for them, and to develop their capacity to decide and manage dangerous situations, nurturing a culture of safety and prevention.

Since the world of teenagers is a very peculiar target, it is essential to have a training intervention that does not use technical/specialist rules nor codes/procedures and instead use concrete experiences of everyday life. Safety must have be realistic and should cover all areas of a child's everyday life.

The project methodology uses a series of tools that allow internalizing concepts directly and immediately through effective teaching materials. These materials focus on the needs of children to develop their attention for and capacity to reflect and think critically of the different types of risks in their daily lives.

Another innovation is in the second phase of the path, where students elaborate the concepts and transfer them to their peers thus changing their role from learners to teachers. The transformation of roles allows students to further internalize the concepts and to acquire skills that could be useful in their future working life.

## **Targets to be achieved**

*What were the quantitative and/or qualitative targets or key performance indicators that were set for the plan or strategy? Please describe briefly.*

The main purpose of the project is to stimulate all the learning circuits, to go beyond the transmission of knowledge, and to acquire knowledge that becomes integral to the person's way of acting and doing things, permeating their lifestyles and related behaviour.

## Evaluating the results

*Has there been an evaluation of the good practice? Please provide data on the impact and outcomes of the good practice by comparing targets vs actual performance, before-and-after indicators, and/or other types of statistics or measurements.*

The strong point of the project is to give to the training a methodical way and a cyclic nature in terms of content and time, transforming it into a fundamental pillar of personal growth.

The cycle of learner/teacher role is one of the most innovative assessment tools since it determines a re-reading and a re-working of the didactic material by the students who, through this experience, acquire also a training capacity that has a positive impact on the effectiveness of the contents transmitted.

In addition to delineating specific characteristics of self-sufficiency and repetition, the project allows following the students through all the years, making it possible to monitor and evaluate project effectiveness and efficiency.

Two questionnaires were prepared to assess both the overall satisfaction of the learners with the entire training path and the quality of the lectures provided. There was also an evaluation of the materials developed by students.

The project has been tested in various Italian regions, including Liguria and Sardinia. In Liguria, about 1,400 students were involved in the 2015–2018 triennium, while in Sardinia there were approximately 1,500 students mobilized between 2016 and 2018. We are still awaiting for an evaluation in other regions that have participated, i.e. Veneto and Molise.

## Lessons learned

*Based on the organization's experience, name up to three factors which you consider as indispensable to replicate this good practice. Name up to three risks that arose/could arise in implementing this good practice. Please explain these factors and/or risks briefly.*

To carry out the project it is necessary to:

- promote the activity in schools to stimulate participation;
- involve prevention experts in the first phase;
- use interactive teaching methodology.

Risks:

- the duration of the project could discourage schools;
- the multidisciplinary nature of the contents (to guarantee complete training) requires the commitment of a large number of experts;
- the voluntary participation of schools in this project (which is supplementary to the curricular activities) requires organizational efforts.