Experiences in Egypt

Richard Rinehart
USAID Center on Children in Adversity

Badra Alawa
ILO IPEC

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Overview

- Background
- Pilots
- Advisory Group
- Private Sector Survey
- Conclusions
Situation / Problem in Egypt

- The level of occupational safety and health awareness among the public is low.
- An appreciation for prevention is not embedded in the culture.
In Egypt, there are no OSH learning initiatives targeting young people.
“Knowledge Translation”

An OSH program for secondary school children was developed in the United States and could serve as a good model for other countries.

Could the program be used directly in Egypt with differences in language, culture, and types of working environments?
A LOCAL NGO TRANSLATED AND PILOTED THE NIOSH PROGRAM IN EGYPT.

With seed money and support from:

SIDA through ILO IPEC
ILO Cairo and Beirut
GTZ and NIOSH
Steps Taken

- Translated existing materials from English to Egyptian Arabic, with minor changes.

- Held three workshops with structured discussions on:
  - Appropriateness of the materials for Egypt.
  - How they could be improved.
  - Additional content needed.

- Wrote workshop summary reports.
إن مخاطر العمل هي أشد تفشيًا على العمل من شأني إلا إذا عكسيًا أو فقطيًا

المخاطر المتعلقة بالسلاخلاً من حيث الهواء أو الهواء البالغ المتفجر. نمالي: الأسطح الساخنة أو الأرضيات للوقع:

- الهواء المتفجر

المخاطر الفيزيائية: هي الغازات والأغامرة في الأماكن المغلقة يضججت بعد ذلك:

- الهواء المتفجر

المخاطر الطبية سواءاً من الهواء أو الظروف والظروف وأيضًا من الأتار والزوايا والشوائب:

- الهواء المتفجر

风险管理 صحة أخرى: هو الأشياء المضرة بالهواء، ونورمهم من المخاطر لا يكون واضحاً حيث لا يوجد تهور في النصيح في الجملة.

Job Hazards

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Controlling Hazards

III

نظام القياسات وإجراءات العمل
(مثال: حصول العامل على تدريب خاص بالسلامة في العمل)

استخدام ملابس وآداب الوقاية
(مثال: ارتداء القفازات)

إزالة الخطر
(مثال: إزالة خطورة المواد)

\\(\text{وم المخاطر: } $25000)\\
What did the Workshops do?

- Explored five avenues for reaching young people in Egypt before they start work, or early in their careers
  1. Public secondary schools
  2. Public vocational schools
  3. Literacy programs
  4. Youth clubs
  5. Community libraries

- Tested games with participants

- Invited the types of individuals who may promote, use or receive the materials.
Profiles of Participants

- Unemployed youth
- Youth who work in small workshops
- Public school teachers
- Vocational education instructors
- Teachers in literacy programs
- Youth leaders from youth clubs
- Staff from community libraries
- Local governorate leaders
- Representatives from several ministries
Hazard Mapping Activity
Safety Pyramid Game
Disaster Blaster Game
Findings from the Workshops

General Observations

- Participants indicated a high demand for the materials.
- Most said the content was new to them and relevant.

“The topic is very important and is much lacking in our culture.”
Findings from the Workshops

Specific Quotes

- “Include health education, possibly in cooperation with the WHO.”
- “Create new modules on road and fire safety.”
- “Incorporate games familiar to Egyptian children (e.g., the Snake and the Ladder, Bank of Luck, and Lido(.”
“Include drawings in the manual of sectors that hire young people in Egypt.”

“Carpentry, tanneries and leather products, auto repair, welding, garbage collecting, farming, construction, quarrying, distribution of gas containers and other delivery services...”
“Strengthen the girls-specific dimension by covering sectors that are especially relevant for girls.”

“Household work, selling, ready-made garments, and farming...”
Many other important recommendations were recorded during the discussions and provided a map for the future.
Where did we go from there?
Advisory group formed to brainstorm ideas

Met three times in 2009/2010

The Group Identified Potential Entry Points and In-kind Opportunities

- Boys And Girls Clubs
- Susan Mubarak’s 100 Schools Program
- Book Publishers
- Egyptian Liquefied Natural Gas Schools
- Microsoft Project
- Vocational Education Schools
- Dropouts; Garbage Collectors; Other Vulnerable Children

The list went on…

It was generally recognized that penetrating public schools would be difficult.

To date, no adaptations to the materials have been made and they have not been reintroduced by any organization.
The Advisory Group also asked:

WHERE IS THE DEMAND?
Would large companies in Egypt benefit if young people were taught basic concepts of occupational safety and health?

PRIVATE SECTOR?
A survey was completed by 83 senior OSH managers representing 64 large companies in Egypt.
Methods

- Survey developed in Arabic and English.
  - Peer-reviewed and approved by the Executive Board of the Egyptian Chapter of the American Society of Safety Engineers (ASSE-Egypt).

- Administered:
  - In hardcopy to participants who attended an ASSE-Egypt workshop in Cairo in June, 2009.
  - Electronically through the ASSE-Egypt email list.
“Do you believe there is a need in Egypt to teach children and youth basic concepts of occupational safety and health (OSH) in secondary schools, vocational training schools, and other settings before they get jobs?”

Yes = 82
No = 1
“Your company would benefit directly if the new workers it hires already had a basic understanding of OSH concepts.”
“Teaching children and youth in Egypt basic concepts of OSH before they get jobs would be good for long-term business competitiveness in the country.”
Limitations of Survey

- The survey was not representative beyond the members of the ASSE-Egypt Chapter.

- All respondents were OSH professionals who presumably thought about occupational safety and health every workday.
Strengths of Survey

- Respondents were the people tasked by their companies to train new hires on corporate cultures of safety and health.
  - A challenging position to have in Egypt.

- If OSH education was mainstreamed throughout the country, they would be the first to notice the benefits.
Conclusions

This presentation described a ‘work in progress’ and demonstrated the process by which an OSH curriculum from the U.S. underwent testing and stakeholder engagement so young Egyptians could benefit.
Conclusions

- The teaching methods and core competencies on which the curriculum focuses were determined highly relevant and well received.
Conclusions

- Outputs included a clear map for future adaptations, the identification of potential entry points, and institutional partners willing to provide in-kind support.
Conclusions

- Lack of funding (for follow-up) and social/political events in Egypt have halted the momentum generated by the pilot workshops and advisory group.
Conclusions

- The process used and recommendations made may have relevance to introducing OSH curricula in other low and middle income countries.
Thank you for your attention!