

## **The Requirements of Proactive Safety Management at Vocational Education Schools at The United States of America**

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### **Abstract:**

The paper aimed to search for a statement of the requirements for exceptional safety management in vocational education schools in the United States of America by revealing as much as possible for managing and teaching residual safety, through the level of descriptive analysis, and arriving at the formation of various work teams in vocational education schools to ensure the achievement of residual safety, in addition to, The knock-on effect of both necessity, students and parents affecting proactive safety.

**Keywords:** Proactive Safety Management-United States- Vocational Schools.

### **introduction:**

In the past, education was simple, and the number of learners was limited. With the passage of time and the development of life and the accompanying progress in science and technology, the number of learners and those enrolled in education increased at various educational levels. As a result, more centers of science and knowledge and libraries were established and built, schools spread, universities and colleges multiplied, and their specializations diversified.

The security issue Safety is more important Social issues that occupy the minds of the whole world at the present time in all fields of health, education, Politics, and Meeting, Since the United Nations Development Program UNDP 1994"Dimensions of human security "This is to put human security at the forefront of the international policy agenda, This is in order to solve many local and global problems related to the out break.QR for stability and security, Many efforts have been made to solve the problem of public security in the world. did not(UNESCO 2007)

Also Risks are part of everyday life. People face risks in their work environments, their private lives, and their relationships. Hence, it has become necessary to maintain these different

institutions with the challenges surrounding the environmental and global world through safety management, and the goal From Safety Management the Make sure the system is working properly. Security and it is considered Safety circuit like management Anything else and Management is based on two different methods. The first is based on management by monitoring what is happening and intervening when any problem occurs that hinders work. This is called reactive or reactive. The second is based on management through expectations and forecasting what will happen and then taking the necessary precautions and procedures to work on reducing losses and ensuring the safety of the group. This is called proactive safety management.( Erik Hollnagel,2012).

Occupational safety first emerged as an important business issue in the early 20th century as the United States transitioned from an agricultural nation to a manufacturing-based economy. Federal and state governments began to legislate and regulate occupational safety measures as part of a gradual response to the Industrial Revolution, which created competitive pressures among businesses, state governments, and a wide range of stakeholders concerned with occupational safety. (Jon Kevin Loebbaka,2008).

President Richard Nixon introduced the Federal Occupational Safety and Health Act of 1969, and as a result of the passage of this law, the Occupational Safety and Health Administration was established. OSHA)In 1970, the OSHA legal authority imposed a requirement that the workplace be kept free from recognized hazards likely to cause death or serious bodily injury, and that the system give employees the right to file complaints. (Jon Kevin Loebbaka,2008).

And Concern for a healthy school environment has become a topic of public debate, especially in The last one, This interest has appeared at various levels, such as home, school and institution.;Because it is closely related to the student's life, they constitute an important percentage in society, which may reach a quarter of the population.,Students spend about 6 hours a day there and it lasts for ATwelve yearsoh (Carol, A,2004)

The concept of security and safety does not stop at completing the required operations during emergencies, but extends to focusing on preventive operations, ensuring their accurate implementation, and working to ensure their success; to reduce human and material losses when they occur. Therefore, proactive safety management has become a responsibility that threatens every institution, whether educational or industrial. Service institutions of all kinds

require the presence of proactive safety management skills, which in turn contribute to reducing medical and rehabilitation costs, and contribute to reducing and controlling worker injuries in the future.

### **1-The origin and development of proactive safety management:**

The occupational health and safety management system as an integrated system dates back historically to the period of World War II represented by the safety movement, where many companies - especially in the United States of America - systematically reduced accidents, which resulted in the emergence of occupational health and safety management systems that were later developed and became more extensive and comprehensive systems.( Pernille Hohnen and Peter Hasle,2011).

In terms of safety as a profession The occupational health and safety profession emerged in the 1970s as a quasi-scientific discipline. Adopted Profession Historically your High risk technical and engineering identity in Industries, and Occupational health and safety professionals are promoted early.in1920s and 1930s through the work of Heinrich who advocated the inclusion of safety topics in Engineering specializations in many countries, Safety was finally conceived as a complex field worthy of empirical study. And summariness and others (Swuste & others)Four “generations” of occupational safety and health professional maturity(International Labor Organization ,2023) :

- a- **First generation:** Safety Inspectors They are appointed by companies in direct response to emerging and early technical requirements for occupational safety and health and hence the regulations have shifted to practical oriented "safety technicians".
- b- **second generation:** The second generation of occupational health and safety professionals has seen increased collaboration and overlap between safety technicians and other disciplines such as occupational health specialists, nurses and doctors., The role has been expanded to include aspects of occupational disease monitoring and prevention.
- c- **Third generation:** The "safety officer" emerged in the 1970s and 1980s, generally with higher levels of education. Academically trained occupational health and safety professionals began to enter the market, especially in traditional high-risk industries where the threat of disaster was prominent (e.g. oil and gas, mining, electricity production and distribution, nuclear power).

- d- **Fourth generation:** The latest and fourth generation produced the "Safety Advisor". The safety consultant was mostly concerned with the organization as a holistic system (i.e., a set of interconnected and interacting parts), and improving the performance of its employees. Basically, the most modern development of occupational safety and health, the professional is chosen as a "business provider with expertise in the field of safety".

The concept of safety management describes it as a process of controlling the level of safety, the purpose of which is to ensure that the system operates in a safe manner and to guarantee the quality of the product. Like any management, it has components, principles and foundations on which it is based. Management here is through direct monitoring of what is happening and then making the necessary adjustments if it becomes clear that there is an error or that the direction and speed of the different from what they should be. This is called interactive control with the event directly, because it depends on the information that is fed and is available directly, so the crisis is dealt with immediately after it occurs and an attempt is made to reduce losses, in what is called interactive safety management. (Erik Hollnagel, 2012)

The concept has evolved to express making adjustments before something happens, not after it happens, in a preventive manner, in what is called proactive safety management, which adopts the idea of enabling the organization or institution to prepare a response before it is actually needed. Providing early responses can prevent a disaster. These early responses will save valuable time and make the consequences of the event less dangerous, and less time in terms of development and spread. Proactive safety management is also based on the idea that safety operations change from being normal to a state of high alert, so the organization monitors the situation carefully while analyzing the various indicators in the organization's environment. This in turn requires both the ability to learn the right lessons from the past and its experiences and the ability to anticipate what might happen according to the data and indicators present in the environment. (Erik Hollnagel, 2012)

Lost Adopted Proactive approach to safety as a A general and broad set of psychological orientations of individuals in the management of safety and prevention issues. From Injuries, improving workplace safety conditions and sustaining organizational contexts, beyond just Avoid negative events for individuals, teams and organizations. In the beginning Little attention has been paid to the potential positive and proactive role of

Safety Management Workforce, and Traditionally The worker was seen as having Negative function in safety dynamics in Regulatory environments However, in recent times Safety and engagement citizenship models have played a role. Work force As a co-champion for safety performance making him a positive participant in safety performance.

As one study identified, Practical steps and strategies for transition From management practices the safety traditional to management practices the safety Proactive( Löow, Joel, and Magnus Nygren .2019):

- a- Identify and adopt the right technologies.:** The first step in the transformation process is Towards Proactive Safety Management in identifying the appropriate technology that suits the specific requirements of the organization. Whether it's AI, machine learning, digital twins, or data analytics., Once you recognize it, It is done Adopting these technologies and integrating them with existing systems.
- b- Develop a change management plan:** Develop a comprehensive change management plan to address resistance to change., and This plan includes communicating the benefits of the transformation, training programs to educate employees on how to use new technologies, and support strategies to help them navigate the transformation process.
- c- Investing in training programs:** Training employees on good practices Proactive Safety Management New is very important, It is necessary to Invest in process safety training programs that educate employees on the use of technology and how it can improve their work efficiency and the safety measures in the organization.
- d- Review and Improvement:** This step is based on the Review the process regularly to detect any glitches., and then work on Improve new systems based on feedback and the Continuously seek improvements. This includes ongoing updates to procedures, practices, and training programs.

There are also many Factors contributing to the development Proactive Safety Management, development Proactive Safety Management Didn't Happen isolated factor About the other; Several factors have contributed to shaping its path. And its direction, including the following:

- a- Technological progress:** Technological advancements in the industry and data collection and analysis have greatly influenced the move towards strategies Proactive Safety Management The most advanced and data-driven.

- b- Changing industry needs:** Another major driver of change includes regulatory developments and more stringent compliance requirements resulting from lessons learned from past industrial disasters. In addition, lessons learned from incidents have influenced the development of procedures. Proactive Safety Management.
- c- Focus on safety and risk mitigation:** Recently, there has been an increased focus on safety and risk mitigation in the industry.; As accidents threaten human life, harm the environment, and impact business continuity and reputation, companies have begun to invest more in Proactive Safety Management, The aim is to predict and prevent Disaster and corporate safety.

## **2-The emergence and development of technical education:**

The history of technical and vocational education dates back toIn the United States of America to the post-Civil War period in America, with the opening of the Gardiner Lyceum in Maine, a combination of training in the mechanical arts and liberal education including logic, modern business languages, and rhetoric. While this may seem to us like a regular community college, in 1823, it was a new and unusual approach to raising the amount of knowledge in society. The late 19th century saw the rise of vocational education, which later became the vocational and technical education we know today. American factories, railroads, and farms were changing the way the world approached productivity, with new methods, new markets, and new machines requiring a trained workforce.

This need was met by a new type of education called the manual training movement. As factories were the latest technology in the workplace in 1880, and needed experienced, trained workers, the Manual Training School was established in St. Louis, Missouri on September 16, 1880. This pioneering manual training school opened and Laid the foundation for vocational education, The school combined hands-on learning with classroom learning., The first graduates of this school came as the nation was preparing to enter World War I., Factories had to be built and operated at an unprecedented pace., Fortunately, manual training school graduates were accustomed to acquiring new job skills and building on old ones at a rapid pace, and this was a workforce ready for a dizzying array of new manufacturing methods. While the manual training school represented the first model, For vocational education at America, however, it was not the last at all., so It has passed Vocational education With many developments over the years, The five decades

that followed can be considered the first golden age of vocational and technical education between the two world wars, and by the turn of the twentieth century, agricultural education began to flourish as agricultural schools began to open. The bills passed to support vocational and technical education are explored.

And In the late 19th century, a diverse group in the United States began to advocate for new vocational education programs in schools, reflecting the then-prevalent belief in the moral, educational, and practical value of work. Many proponents of vocational education, including businessmen and labor unions, saw it as a solution to the problems of skilled labor shortages and unemployment in a rapidly industrializing society. Employers hoped it would weaken the power of labor unions to train industrial workers, while workers saw it as an opportunity for individual advancement and a means to the dignity of work itself. Many philanthropists and moral reformers saw vocational training as an opportunity to instill the moral value of work, which they feared was being eroded by modern society. In contrast, many educators and educational reformers saw vocational education as a means of implementing new teaching methods and philosophies that emphasized developing students' interests through active learning.

And In the early twentieth century, supporters of vocational education began to advocate more systematic programs and to emphasize its economic and utilitarian values more strongly., it has The Massachusetts Legislature appointed the Massachusetts Commission on Industrial and Technical Education, also known as the Douglas Commission,1905Which recommended in its final report that the state expand technical and industrial training., and Over the next decade Massachusetts and many other states have created separate technical and trade schools and vocational programs within existing public school systems, and The Douglas Commission's findings were embraced by a diverse group of reformers who promoted vocational education at the local, state, and national levels., and it has met Business, industrial, and educational leaders in New York City came together in the fall of 1906 and created the National Association for the Promotion of Industrial Education.(NSPIE), their primary goal was to educate the public about the importance of industrial education, In the same year Created this Alliance Reformist Diverse The Association National For reformers to strengthen education

Industrial, And it is group pressure; To enhance expansion education Professional on level State And the level Local And for the invitation to Support Federal

And so It was completed Recognition By education Professional on Level Federal For the states United For more from hundred general, Starting from law Smith Hughes National For education Professional For the year1917And in Recently The last one, back Support Federal in appearance re to delegate law Carl D.For education Professional And the technical For the year2006with Enhance life Professional Technology with legal support education Technical For the century atheistic And twenty, The known on behalf of law Perkins Fifth He does PerkinsBy strengthening the law from during review Performance Basic and performance indicators, supervision and evaluation And research in Programs CTE, with the focus on to update Program, judiciary on non equality in Access to Programs CTE and teaching Effective she has, with send Reports To Congress annually(Veronica Stanley ,2004)

### **3-Proactive Safety Management Requirements for American Technical Schools:**

#### **3-1 Forming working groups:**

To ensure coordination of components Safety and School Health It is important to appoint someone to oversee the health program. and safety School, Works on formatting a Active School Health, and Leads a school health board, committee, or team. Integrates community programs with school programs., and School health programs and their management require dedicated time, attention, training, and expertise., where School health councils, committees or teams are also an integral part of the school health program, and The school health committee or team should represent a coalition of representatives. From within and outside the school community interested in improving the health of youth in schools., and Participation in such committees or teams can empower others by increasing awareness and knowledge of the school health program, increasing the opportunity for ownership and commitment, activating communication channels, and increasing participation in decision-making.( Nancy D Brener & others ,2011)

Vocational schools in the United States of America form a group of working groups that work to contribute to ensuring health and safety within schools, including:



- 3-1-1 First aid team:** First aid teams provide triage, treatment and psychological first aid services., and responsible for Create a first aid area for students, and Injury assessment and treatment, and Complete report Injuries.
- 3-1-2 Care Team count** Evacuation is Caring for students in an accident is among the most important tasks facing schools. These tasks include holding students accountable, protecting them from the weather, and providing...Necessary requirements, providing food and water The team's responsibilities are multiple and include: providing Where all students and staff are located and volunteers, and create safe assembly area, and Shelter Operations Management, and Student Nutrition and Hydration Management, and Coordination with the student release team, and Coordinate with the logistics department to secure the necessary space and supplies..
- 3-1-3 a team Planning:** The Planning Department collects and analyzes all data related to operations. accidents, Develop alternatives to tactical action plans, conduct planning meetings, and prepare an incident action plan for incidents requiring extended operational periods. Duties may include assisting the incident commander in gathering and evaluating information about the incident as it develops (including a site map and area map of relevant events), assisting in ongoing planning efforts, and maintaining an incident time log.
- 3-1-4 Support Team: Logistics** Supports incident management operations by securing and providing the personnel, equipment, facilities, resources and services necessary to resolve incidents., and Staff Coordination, and Assemble and deploy volunteer teams, Facilitating communication between responders to incidents, and Additional responsibilities include: Establishing and supervising communications center and activities during an incident. Develop a phone tree for after-hours communication., and Create and maintain school and classroom supply kits, and coordinate access to and distribution of supplies during an incident. Monitoring inventory of supplies and equipment, Document all activities.
- 3-1-5 Team Financial Affairs And For administration:** Oversees all financial activities including purchasing of materials necessary and track costs accidents, Arranging service contracts, scheduling time for emergency responders, submitting documents for payment, and recovering school records after an accident. Additional duties may include: Responsibility for general documentation and archiving activities. RecordsWhen that

isPossible, Develop a system to monitor and track expenses and financial losses, and secure all records.

**3-1-6 a team Communications and communication:** It is an important part of incident management to provide clear and effective internal and external communication between the school, staff, students, parents, responders and the media., and Notify faculty and staff when an incident occurs and remain on Check back when more information is available.

The school safety planning and formation in some US states can be presented below (Council of State Governments Justice Center ,2014): Connecticut has created a task force to study the provision of behavioral health services in the state with a specific focus on providing behavioral health services to youth ages 16 to 25.The team is working on Provide recommendations for providing intensive individualized behavioral health intervention services in schools., and Recommendations may require the state Department of Education to provide technical assistance to school districts regarding behavioral intervention specialists and behavioral health screenings. For students Schools, and Make recommendations to the Governor, Senate, House of Representatives, and joint standing committees of the General Assembly, and I created New Jersey New Jersey and School Security Work to study and make recommendations to improve school security and safety To ensure a safe learning environment for students and school staff., and The Task Force shall issue a final report containing its findings and recommendations—including any proposed legislation or regulations—within six months after its regulatory meeting., and The report is submitted to the Governor, the State Board of Education, and the Legislature.

It requires Maryland requires each county board to evaluate each school's emergency management plan., and Reviews include details of school building safety, training activities, and coordination plans with local, state, and federal agencies to provide school safety In order to ensure that students in Maryland receive A safe and secure place to learn, and Each county board shall evaluate the emergency management plan for each school under the jurisdiction of the county board, including training activities, emergency safety drills, school security cameras, school visitor policies, school resource officer programs, and coordination of emergency management activities, plans, and resources with local, state, and federal agencies.

The state depends on New York provides that the board of education or trustees of each school district shall adopt and amend, as necessary, a district-wide comprehensive school safety plan and building-level school safety plans relating to crisis intervention, emergency response, and

management., and Plans should be developed by district and school safety teams in consultation with criminal justice services, law enforcement, and other appropriate agencies., and Plans should also be reviewed annually by school safety teams., and One such team may be the Governor's appointed School Safety Improvement Team., It is comprised of representatives from the Department of Homeland Security and Emergency Services, the State Police Department, the Department of Criminal Justice Services, and the State Department of Education. (Council of State Governments Justice Center ,2014)

As Alaska law requires that every school district develop a standard crisis response plan. School ,It can be used by every school in the district, in conjunction with the response plan. For school-related crises, and Social service agencies and local law enforcement authorities should be consulted. Developing such plans In addition, each school must develop a crisis response. Through formation team Include one member of the board of directors or school board. And a counselor, a member of local law enforcement, and one student in the class., and Regions train staff on plans, including annual training. and it does For school for Consult with local social service agencies and local law enforcement when developing a school crisis response plan. The plan includes Responsible person and designated substitute, Team Members and Their Specific Crisis-Related Functions, Communication plan, and Protocols for responding to immediate physical harm whether students, faculty or staff, procedures Emergency response to earthquakes and fires Floods, explosions or other events, and Crisis procedures for safe entry and exit from school by students and parents and staff, including evacuation and closure plan., and policies Enforce school discipline and maintain a safe and orderly environment during the period. the study(Council of State Governments Justice Center ,2014)

### **3-2- Training:**

The need to include occupational safety and health training as an integral part of worker development was recognized as an important strategy to enhance the prevention of occupational injuries and diseases., Workplace injuries and illnesses continue to take a heavy toll on workers and are costly to businesses and consumers., so Training is an integral part of risk control and prevention strategies, It has been found to be effective in reducing occupational injuries and diseases., The demand for skilled workers is growing in every industry in the United States.( John Palassis & others ,2004).

And it is considered Training students and staff is an important aspect of practicing safety procedures., and Developing appropriate safety procedures cannot be beneficial if Students and staff At school they lack basic knowledge of safety measures. Therefore, vocational schools in the United States of America Incorporate student and staff training as part of their safety procedures., and Training has been identified as one of the key strategies. To ensure proactive safety in its educational institutions, Students and staff should be trained on a variety of issues in order to equip them with the skills to achieve safety, For a training program to be successful, there must be clear and effective communication., Communication helps make students and staff aware of the rules and consequences. B out of Rules, and Communication between students and staff can be enhanced by establishing clear rules and guidelines regarding rewards and consequences for certain actions. And so Prepare Training for both staff and students A positive learning environment less likely to fail Risks(Paul Voigt ,2018).

### **3-2-1 Specialized training for employees:**

Training school staff to help ensure student safety, All school staff play an important role in the school., and Safety training helps prepare. To deal with school violence incidents School emergencies, including training School Resource Officers (SRO), School safety officers (SSO), These officers have been specially trained at the school. To ensure Safety as the first line of defense, Their presence In school facilities and on campus they are allowed for Building types from Relationships with students that canthe Prevent or mitigate school violence incidents, and The School Resource Officer Program includes: SRO) in Montgomery County Public Schools Memorandum of Understanding between four different departments working within boycott, and includes The main provisions are as follows( Betsy DeVos & others ,2018):

3-2-1-1-Specific Duties and Responsibilities of Regional Offices To ensure safety in educational institutions.

3-2-1-2Training requirements, which are conducted twice a year. Ros and school district administrators and Security personnel are required to participate in joint training opportunities..

3-2-1-3Expectations regarding information sharing between teachers and regional organizations.

3-2-1-4Expectations regarding handling information about a student who may pose a threat For himself or another.

### 3-2-2 Preparing parents and students:

It can also be trained. Parents Through briefings, newsletters and policy distribution. The user he Information should be given to Parents at the beginning of each year,It is important Provides parents/guardians and students with an overview of how the school plans to respond in any situation. emergency, and put forward Protocols that parents and students are expected to follow, the rationale For these policies; and so Parents and students are more willing to follow protocols., with the necessity Understand the safety concerns and procedures behind the different steps that need to be taken. During an emergency.

3-2-2-1 Onondaga County, New York supports proactive safety in its vocational schools through: Training students and teachers On emergency response and prevention through(Jaclyn Schildkraut ,2018):

3-2-2-1-1 Adopt a standard response protocol to ensure uniformity and consistency in language associated with active shooter drills.

3-2-2-1-2Encourage a school climate that enables students to “see something. "And report it directly.

3-2-2-1-3-Other training that should be mandatory for school districts and their staff include crisis prevention and mental health awareness., and safety procedures.

Virginia has also established a rigorous training system for certifying school security officers, which includes the following minimum requirements: It includes He should submission Potential school security officers to investigate include a fingerprint-based criminal history investigation for both the Central Criminal Records Exchange and the FBI., To have a high school diploma, or to have passed or obtained the General Education Development Examination, and to have passed the National External Diploma Program, and Not less than 21 years old, and Successful completion of basic first aid training, and Completion of minimum entry-level training requirements approved by the Board of Directors and the Department of Criminal Justice Services including, at a minimum: The role and responsibility of school security officers, relevant state and federal laws, school and personal liability issues, and security awareness.In the school environment, mediation and conflict resolution, disaster and emergency response, and student behavioral dynamics. ( Betsy DeVos & others ,2018)

And Play government education agencies (SEAs) play a major role in Provide resources and training to all school staff to help create and maintain a safe environment., and These agencies

have been successful. Involving school staff with law enforcement in unified safety training. For example, Made it easy Indiana School Safety Academy Collaboration between teachers and law enforcement officers through the program training Annual two-day event involving teachers from each region. and it was done School Safety Training in 33 States requiring schools to conduct safety training whether teachers or other school staff, and includes Training required on emergency operations plans or emergency response procedures, and required training related to mental health or violence. In addition to training In addition to the training requirements, there are other requirements. It is represented in Considerations about employee training such as: The extent of cooperation between school leaders and Law enforcement officers( Betsy DeVos & others ,2018)

**3-3 Emergency Preparedness Drills** In Indiana vocational schools there is a set of requirements (Paul Voigt,2018):

- 3-3-1 Ask Administrative body of For schools From each school in the jurisdiction of the governing body Conduct periodic emergency preparedness drills during the school year in accordance with rules approved by the State Board.
- 3-3-2 Each school must conduct at least training to prepare for hurricanes, and Man-made Disaster Training, like To evacuate from fires, and that During each semester.
- 3-3-3 The governing body of a school institution may direct schools to conduct emergency preparedness drills in addition to those required.
- 3-3-4 The administrative body must For schools To ask every manager School provide certified statement that all training has been conducted as required.

**Conclusion:**

An observation is The formation of various work teams to manage safety within vocational education schools, such as the first aid team, the care team, the planning team, the communication and communication team, the firefighting team and other specific teams, in addition to providing the necessary training and taking the necessary precautions, are among the proactive safety requirements necessary for vocational education schools. In the United States of America.

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