



Education and Culture DG

Lifelong Learning Programme



Leonardo da Vinci Learning Partnership Project
**Co-SAFE: Comparison of Occupational Health and Safety
Policies and Conditions in EU Countries and Adaptation of
Good Practices at VET Schools**

SURVEY REPORT

Lithuania

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2012



VET students know that following OHS rules in the work is an important attribution of the professionals



The CO-SAFE questionnaire has been answered by 47 people.

The questionnaire was distributed through various channels: during the F2F meetings, seminars and by email.

Lithuanian respondents were compounded from those target groups:

- 17 managers,
- 22 teachers,
- 3 students,
- 3 lecturers,
- 2 decision makers.

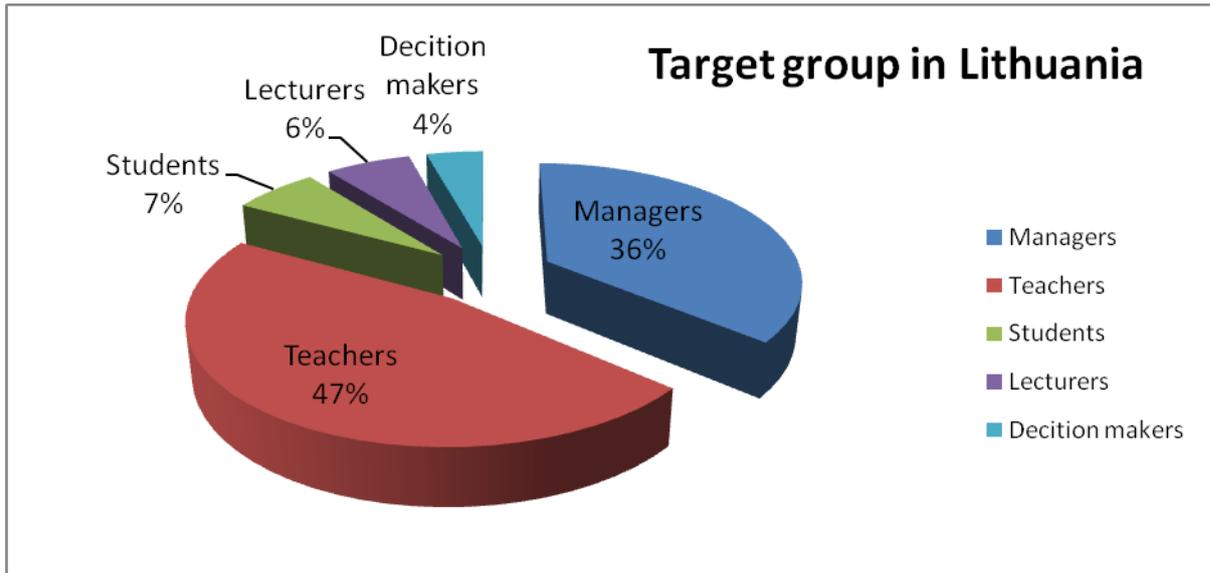


Table 1. Respondents' diversity, Lithuania.

1 Question: Are you aware about the existence of Occupational Health and Safety Policies at EU level in Lithuania

Respondents' answers to the first questions indicate that OHS policies at EU level are quite well known in Lithuania – almost 3/4 reported that they are aware about existence of such policy and quoted related documents and resources:

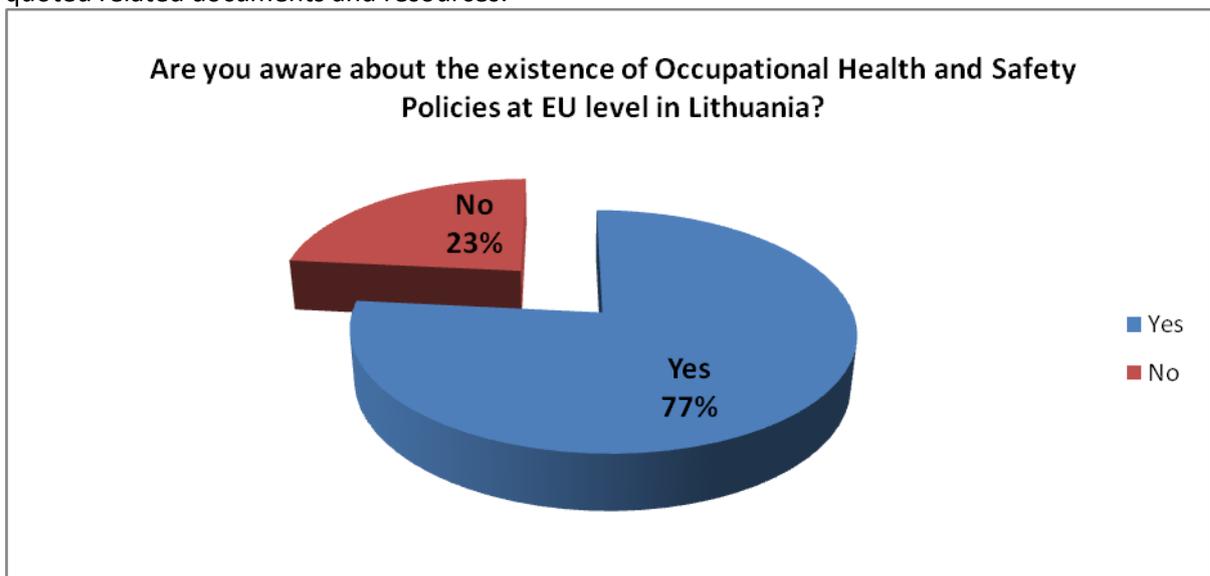


Table 2. Target group awareness in existence of OHS policy at EU level in Lithuania (Distribution among respondents: 36 – “Yes”, 11 – “No”)

The comments provided by the respondents indicate:

1. Law on OHS by LR ministry; European Union treaty 95 and 153 articles.
2. <http://osha.europa.eu/en/organisations/republic-of-lithuania-national-strategy-for-health-and-safety-at-work-2009-2012-english-version> (APPROVING NATIONAL STRATEGY ON HEALTH AND SAFETY AT WORK FOR 2009–2012, AND ACTION PLAN FOR 2009–2010)
3. OHS strategies in internet:
http://osha.europa.eu/en/organisations/osh_strategies/list_eu_strategies#National%20OSH%20profiles
 - a. Improving quality at work - Community strategy 2007-2012 on health and safety at work
 - b. Council Resolution of 25 June 2007 on a new Community strategy on health and safety at work (2007-2012)
 - c. European Parliament Resolution of 15 January 2008 on the Community strategy 2007-2012
 - d. Opinion of the Committee of Regions on the Community Strategy 2007 -2012 on OSH
4. Together for Health: A Strategic Approach for the EU 2008-2013: http://ec.europa.eu/health/ph_overview/Documents/strategy_wp_en.pdf
5. European Directives <http://osha.europa.eu/en/legislation/directives>
6. European Guidelines: <http://osha.europa.eu/en/legislation/guidelines>
7. European Standards: <http://osha.europa.eu/en/legislation/standards>
8. Information and documents: European Commission, DG Employment, Social Affairs and Equal Opportunities. (<http://ec.europa.eu/social/main.jsp?catId=148&langId=en>)
9. Documents of International Labour organization:
(<http://www.ilo.org/legacy/english/protection/safework/cis/legosh/ilo/index.htm>)
10. TDO/ILO Convention No. 155, 187. European strategy 2007-2012 on health and safety at work.
 - a. Directive 89/391 EEB
 - b. Directive 89/655 EEB
 - c. Directive 89/656 EEB
 - d. Directive 89/654 EEB
 - e. Directive 89/686 EEB
 - f. Directive 90/269 EEB
11. European legislation in the field of OHS <http://osha.europa.eu/lt>
12. <http://www.vdi.lt>, www.osha.europa.eu. Documents: Communiqué of the European communities Commission 2007-2012.
13. The International Convention for the safety of life at sea (SOLAS 74), the International Convention on prevention of pollution from ships (MARPOL Convention), HN (hygiene norms) complying with EU requirements.
14. www.vdi.lt; <http://www.generation-europe.org>; third European Conference on health issues of strengthening schools "better school-a healthier school" Vilnius resolution 2009 and republic's documents corresponding to the European Union's requirements.
15. on 12 June 1989. Council Directive 89/391/EEC concerning measures for the protection of workers' safety and health at work
16. www.vdi.lt, osha.europa.eu/lt
17. EU Directive 89. We use this directive only as supplementary material, as its use and consideration is not provided learning curriculum.
18. OSH base directive.
19. All OSH education should be based on EU OSH General Directive 89/391 and five sub-directives. Those directives are the main EU directives which are implemented at national level in all EU countries.
20. All legislation acts indicate that the whole OSH base is a professional risk assessment which has to be implemented permanently and involve all workers from the certain work place. Based on the assessment results have to be prepared prevention's tools plan, and taken into consideration all the measures needed to eliminate risk from certain location. If its not

- possible, at least to reduce and control. Workers have to be informed and involved in discussions about all risk factors which arise in their work place (physical, chemical, biological, psychosocial).
21. <http://hvi.osha.europa.eu>
 22. Textbooks:
 - a. "Primary information. Risk assessment – basics", I - II parts.
 - b. "Risk identification and prevention tools' selection" III-IV parts.
 - c. "Safe work places initiative".
 23. EC communiqué (KOM(02)118) – „Adaptation to the changes at work and society...“.
 24. Student are taught according VET curriculum, i.e. according OSH curriculum topics based on Lithuanian OSH legislation and Labour Codex.
 25. General OSH strategy 2007-2012: to improve work quality and efficiency. 2007-02-21 KOM (2007) 62 EU- OSHA – Risk assessment in the areas of transport, constructions.
 26. In VET school we are only introducing students with the international OSH directives, which are valid in Lithuanian Republic:
 - a. According EC Directive **89/391/EEC** „Concerning improvement of tools for OSH“ was adopted national legislation „**LR OSH Legislation**“;
 - b. According EU Directive **89/654/EEC** „Concerning the minimum safety and health requirements for the workplace“ was adopted national legislation „**LR General Regulations for establishment of the workplaces**“, where defined the minimum OSH requirements for existing and new work places;
 - c. According EC Directive **89/656/EEC** „The minimum health and safety requirements for the use by workers of personal protective equipment at the workplace“ was adopted national „**Regulations on supplement of personal safety tools for LR workers**“, where defined rules of the employers duties in using personal OSH tools, supplying OSH tools, their storage and maintenance;
 - d. According EC Directive **90/269/EEC** „Concerning employers' obligations concerning the manual handling of loads when there is a risk of back injury“ was adopted „**General Regulations for the manual handling of loads in LR**“;
 - e. According EC Directive **92/58/EEC** „Concerning the minimum requirements for the provision of safety and/or health signs at work “ was adopted „**Regulations on usage of OSH signs in workplaces in LR**“;
 - f. According EC Directive **92/85/EEC** „The introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding“ was prepared a list of measures and its application regulations in LR: „**Concerning works forbidden for pregnant workers and workers who have recently given birth or are breastfeeding, as well not recommended works for the women seeking to preserve maternity function, as well harmful and dangerous work environment factors**“;
 - g. According EU Directive **98/37/EEC** „Concerning machine safety“ was adopted LR regalement „**Machine Safety**“;
 - h. According EU Directive **89/686/EEC** its adopted LR technical regalement „**Personal safety tools**“, etc.

CONCLUSIONS:

- The inquired target groups respondents are quite familiar with the EU OHS policy and legislations documents (3/4 listed references to the related regulations).
- There are quite solid evidences which show that Lithuanian OSH related target groups know EU OSH legislations' resources – legislation documents, references and on-line databases.

2 Question: Can you list effective practices leading to successful implementation of the occupational, Health and Safety regulations in your school/organisation?

The second question has encouraged 70% of the respondents to share successful OSH implementation examples.



3 table. Distribution of respondents' comments (33 responded and 14 didn't provided).

The comments provided by the respondents listed those effective practices:

1. The seminar on health and safety at work strategies in the European Union Member;
2. Seminars on stress reduction ;
3. Lectures on the reduction of accidents at work;
4. Working in compliance with the safety rules;
5. Literature and recommendations:
 - a. "Emergency services: occupational safety and health risks" (2011 report)
 - b. "Delivery and despatch riders' safety and health: A European review of good practice guidelines" (2011 report)
 - c. "A review of methods used across Europe to estimate work-related accidents and illnesses among the self-employed" (2010 publication)
 - d. "Maintenance and Occupational Safety and Health: a statistical picture" (2010 publication)
 - e. "The occupational safety and health of cleaning workers" (2009)
6. Discussions;
7. Independent training and interest in information (manuals and reports):
 - a. "How to create economic incentives in occupational safety and health: A practical guide" (2011 12);
 - b. "Innovative solutions to safety and health risks in the construction, healthcare and HORECA sectors" (2011 12) – project report
 - c. "Occupational Safety and Health culture assessment - A review of main approaches and selected tools" (2011 11) - report
 - d. "Mental health promotion in the workplace – A good practice report" (2011 10) – good practice report

8. Fourth European Working Conditions Survey
<http://www.eurofound.europa.eu/publications/htmlfiles/ef0698.htm>
9. Eurofound's annual reports <http://www.eurofound.europa.eu/publications/bytype/annual-report2011.htm>
10. Newsletters <http://www.eurofound.europa.eu/publications/bytype/infosheets2011.htm>
11. Various seminars, workshops and work meetings due to health and safety at work
12. Training courses, seminars, information meetings about OHS for teachers, workers and students.
13. Trainings to give first aid, tests
14. Posters on safety at work.
15. Health checks (applying for school or work).
16. Occupational safety and health issues are integrated into the courses of training topics and other subjects, the precautionary approach.
17. Civil defence exercises.
18. Teaching of fire extinguishing cylinders in fire station.
19. Practical training takes place in accordance with the training programmes for seafarers on new deck mechanisms in training corps with new mechanisms according to OHS standards and requirements for shipbuilding.
20. Our VET school have several programmes related to OHS, but the priority and successfully implemented are those:
 - a. Educational programme for the high-scaler works workers.
 - b. Educational programme for the consignment hanger workers.
 - c. Educational programme for the cradle of lifts workers.
 - d. Educational programme for the managers-supervisors of the elevators works.
21. Providing untraditional lessons in the city enterprises, where we introduce in real environment the hygienic work conditions, protection from the noise tools, to get employers' attitude concerning occupational health and safety.
22. Watching the DVD movies in the lessons: NAPO – original idea. We are using the fire subject release: reasons and consequences. NAPO films from OSHA. (2 respondents' quotes).
23. Appropriate occupational health and safety teaching practices from all over the Europe are described in EU Agency for the occupational safety and health web portal. The website is dedicated to address OSH issue in education:
<http://osha.europa.eu/en/topics/osheducation/@@oshtopic-view?tp=/directory/osheducation/Publication>,
24. OSH questions are described and illustrated in the website European Network Education and Training in Occupational Safety and Health – ENETOSH: <http://www.enetosh.net/>
25. A separate country cases are described in the Agency newsletter FACTS 82 „Occupational safety and health topic in educational programmes. Activities of member countries. Summary report. “ <http://osha.europa.eu/lt/publications/factsheets/82>
26. Risk assessment in the work studios:
 - a. Individual safety tools- how to use them;
 - b. Risk awareness in the work;
 - c. Health checking (joining school and work place);
 - d. Instructions on work safety: tests and first aid practice.
27. OSH theory part - prevention of accidents, impact of dangerous physical, chemical and other factors on health – is quite well prepared and supported by educational material.
28. Successful implementation cases: trainings for the stakeholders: employers, authorised representatives of the employers, OSH specialists.

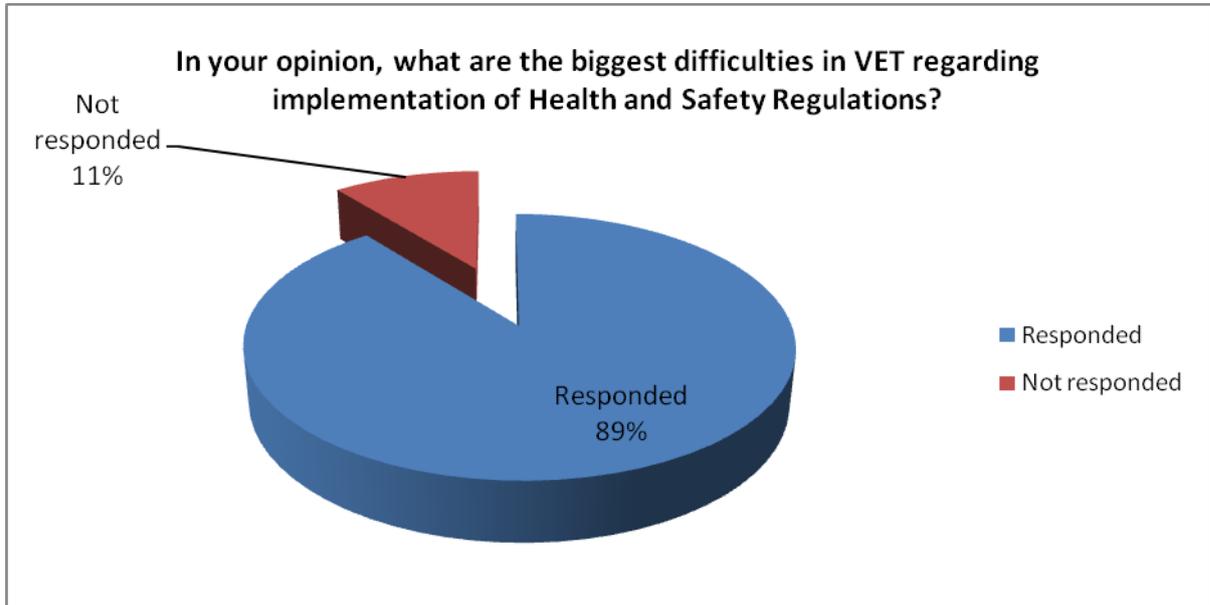
29. Successful implementation cases: OSH instructions starting the new school year; OSH instructions in the shop-floor by trainers.
30. New risks' assessment. Social and demographical changes... Promotions of the psychical health at work.
31. Students studying at first VET programmes level are taught of OSH according the Lithuanian Republic Educational and Science Ministry approved in programme "Teaching of OSH for students studying the General VET programmes" (40 hours).
32. Teaching OSH module we are following: related **legislation acts**; recently published set of **posters**, educational **DVD** (NAPO 2000) "Safety with the smile", information provided in the **internet** (especially in the websites www.vdi.lt, www.eu-osha.es, www.dolceta.eu/lietuva), video shots provided in **YouTube**; **OSH documents** (instructions, registers, study cases of accidents, guidelines, health state passports , evacuation plans, free of charge AAP lists, cards, risk assessment documents, professional instructions, rules, etc..), various **publicity materials**, **real tools** (concrete AAP, primary fire extinction tools, first medical aid tools, signs of OSH, etc.).

CONCLUSIONS:

- The majority of the respondents - 70% indicate successful OSH implementation at their institution cases, which shows Lithuanian target groups' have rather **positive attitude concerning the OSH policy implementation situation** at their institution.
- The successful implementations in most cases are linked with the vast number professionally prepared **educational materials/tools** – textbooks, posters, DVDs, videos, publicity, and on-line resources; in less mentioned cases - related to **educator's competences** (training courses, seminars, information meetings for OHS teachers); in seldom cases - related to new **teaching approaches** (providing untraditional lessons in the city enterprises).

3 Question: In your opinion, what are the biggest difficulties in VET regarding implementation of Health and Safety Regulations?

The respondents were very open and collaborative



4 table. Distribution of respondents' comments (42 commented, 5 didn't responded).

The comments provided by the respondents listed those biggest difficulties:

1. Flippant attitude towards OHS
2. Poor compliance with the rules of OHS
3. Lack of practical training; The lack of specialized training
4. The lack of Information dissemination about OHS
5. There is no time for teachers to speak about OHS issues
6. Workplaces are not well equipped and suitable. Old structure and installation in buildings
7. Unawareness of laws in OHS field.
8. Lack of up-to-date information.
9. Lack of regulatory framework
10. There is no Handbook for occupational health and safety at work in the schools studying the subject.
11. an exceptional lack of diversified OHS posters and educational short movies, other visual material.
12. Cooperation with industrial companies should be developed.
13. A practical vocational training in the real work situation.
14. Lack of funds for the protective measures in accordance with the requirements of OHS.
15. Inability to evaluate the risk.
16. Training content are superficial
17. Ignoring the measures while working
18. Inadequate and lack of equipment for health and safety
19. Lack of resources
20. OHS training programme should be devoted to more hours in a particular profession, by reducing the number of hours of general safety (e.g. fire protection, the first medical help) some topics overlap with civil protection.
21. Too much of legislative concepts, lack of practice.

22. Organising OSH education we face those problems and obstacles:
 - Lack of attention
 - Lack of responsibility
 - Lack of the visual material (information posters, stands, textbooks)
 - Poor base for practices.
23. Missing a specialised auditorium for OSH education; lacking of systemic methodical material both for teacher and student, lacking of educational tools. It would help to make OSH education more effective and interesting.
24. Our experiences shows, that OSH programmes are too short and too much oriented to theory, the base is too poor and old, there aren't enough visual tools and methodical materials/guidelines, lacking of the professional teachers because no one high education institution do not prepare teacher of this field. Very often its taught the main legislation acts' requirements, but it doesn't provide teaching on the professional risk assessment, and aims of such assessment.
25. Lack of giving importance to safety at work, misjudgement of dangerous situations. Frequent neglect, lack of sense self-security and responsibility.
26. Its obvious that DK legislation set isn't unchangeable. The top questions which stays open – flexibility of students who passed OSH trainings [to apply properly acquired skills].
27. The main obstacle – assessment of the OSH trainings' importance. There still live attitude that OHS isn't important and its priority is secondary. However in some training we achieve quite good results.
28. The biggest difficulty in VET school when teaching /implementing OSH – lack of the teaching textbooks for separate professions. Teaching would be more effective if we would have appropriate textbook or other resources of the methodical materials.
29. Lack of the textbooks, visual educational materials.
30. Preparation of the methodical material. There are quite a lot of information, but it have to be systemised, and compiled. VET schools don't have a good educational manual.
31. The main difficulty – because of the legislation acts' changes - we need systematically to update educational material, presentations, texts, etc...
32. It would be great to have video records about OSH for separate professions.
33. VET teachers who are teaching OSH should periodically participate in in-service training course to update own qualification (e.g. like in civil safety field).
34. OSH implementation in the school – a difficult case... School doesn't have enough resources, eg. to buy AAP. Risk assessment – it is an expensive treat... In additional - VET teachers who are teaching OSH usually are appointed to take care also about the school's OSH requirements.
35. Lacking of special textbooks for teaching OHS in VET (beside lack of the specialised OHS requirement for particular professions e.g. cooker, hotel staff, logistic expeditor, etc.). Teachers is obligated to search for the information and to create own educational material.

CONCLUSIONS:

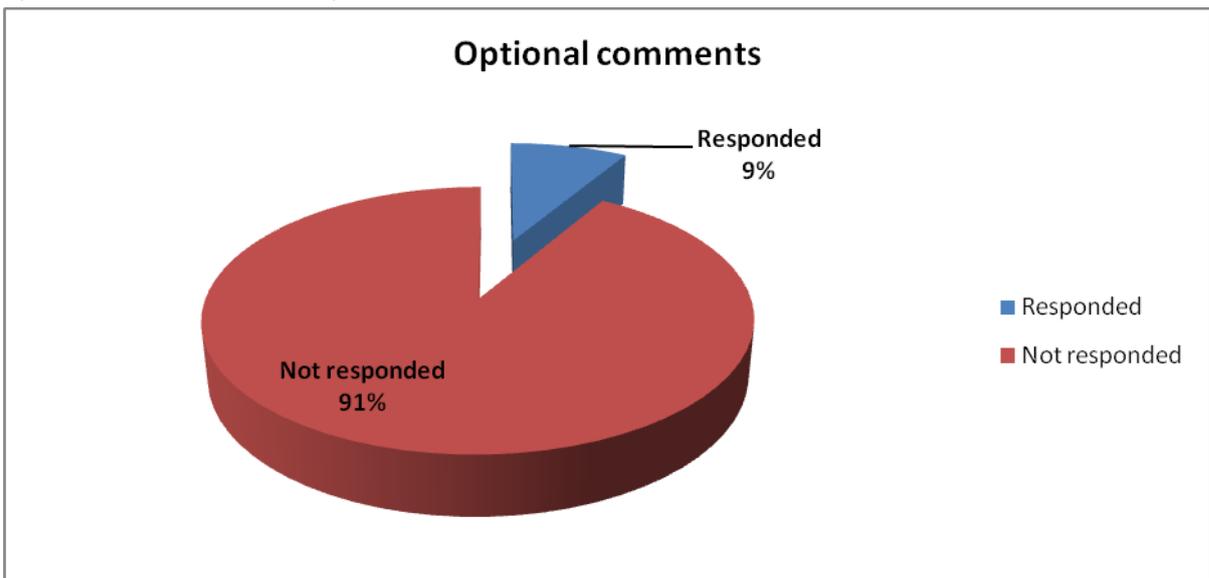
- The main difficulties in OSH education are related to all pedagogical systematic components:
 - 1) **the educational aims** of OSH are not always well understood by the school administration and students – the OSH topic importance aren't taken seriously;
 - 2) **the content** of the OSH is quite changeable and needs to be updated frequently, which requires OSH teachers' competences, time and skills to deal with;
 - 3) **educational tools** and materials – in many cases not sufficient and appropriate, lacking of

didactical materials and base establishments for practice (missing a specialised auditorium), as alternative – interactive tools to substitute/compliment real environment;

4) **teaching methods and approaches** - poor evidences of innovations in this part, in many case mentioned discussions, lectures, observation (watching movies, video), lack of active methods;

5) complicated **students attitude** towards all above mentioned issue - lack of attention, responsibility.

The last question – possibility to write additional comments outside listed before questions were used only by 9% (4 respondents). The comments mainly compliment to the previously expressed opinion in more flexible way.



5 table. Distribution of respondents' comments (4 responded and 43 didn't respondent).

Comments:

1. The formal VET curriculum related to OSH focuses mainly on the theoretical knowledge. Allocated time to develop practical skills is very short and its why, in my opinion, it have to be reviewed and changed - to create better conditions for developing practical skills.
2. It would be interesting to participate in a related project [improvement OSH education in VET].