



Preventing risks to young workers: policy, programmes and workplace practices



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policy, programmes and workplace practices**

Based on reports prepared by members of the contractor, Topic Centre Work Environment, for the European Agency for Safety and Health at Work, 2006

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FOREWORD

One young EU worker is seriously injured at least every minute and one young person is killed at work in the EU at least every other day. The reality of this is young lives ruined or lost forever before they had really begun to enjoy the adult years that stretched before them.

We know that young people are more at risk of harm from work for a variety of reasons. They lack experience and maturity, they lack awareness of risks, they lack skills and training, they may be unaware of their rights and employers' duties regarding health and safety, and they may be reluctant to speak out about problems and keen to please their new employer. That is why EU legislation requires employers to take special account of vulnerable workers when carrying out their risk assessments and implementing prevention measures to avoid harm to workers. Special restrictions exist for workers under 18.

We also know that most workplace accidents are preventable through good health and safety management. To protect their future workers, employers need to provide them with adequate training, supervision and safeguards and give them suitable jobs. The steps that need to be taken are often simple, and are part of running a business efficiently. Ultimately, keeping young workers safe helps to keep all workers safe, helps to promote a prevention culture in the workplace and helps recruitment by enhancing an employer's reputation as a good employer.

To promote good practice in the workplace we need to exchange examples of successful interventions, so others can learn from them and adapt them to their circumstances. Employers also need awareness raising on what to do and on support for their activities. And for those developing such supporting activities, exchange of experience and information is also important. This report seeks to contribute to this process by presenting examples of effective actions to prevent risks to young workers from within the workplace and also of successful support programmes and campaigns that are being run within the Member States and beyond.

The report complements the report *Young workers — Facts and figures* (1), produced by the agency's risk observatory, and also the agency's work on mainstreaming OSH into education. Providing young workers with a 'safe start' requires a dual-strategy approach — risk education throughout their schooling and further education studies and safe and healthy work for new starters.

(1) European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).



SUMMARY

Introduction

Young workers (15–24 years) are a very vulnerable group when it comes to occupational safety and health (OSH). However, the majority of OSH risks are preventable — whether they involve young or older workers — by applying the principles of risk assessment and putting in place the necessary preventive measures. To support information exchange on best practice, the agency has produced a report about how the occupational safety and health of young workers can be managed at policy and practice level.

Why do young workers need special attention?

According to European statistics, young workers have a higher risk of experiencing occupational injuries than older people ⁽²⁾. Occupational diseases and other (physical and psychological) health complaints may also emerge during someone's first work experience(s). On the one hand, young workers are immature and inexperienced, and so require extra protection. On the other hand, they often work in known higher or special risk sectors and circumstances, such as in construction, agriculture, hotels and catering and hairdressing and on temporary contracts or doing weekend and shift work. In the report, the agency's finding is that constant attention must be paid to the OSH of young people and the development and durable implementation of innovative prevention strategies.

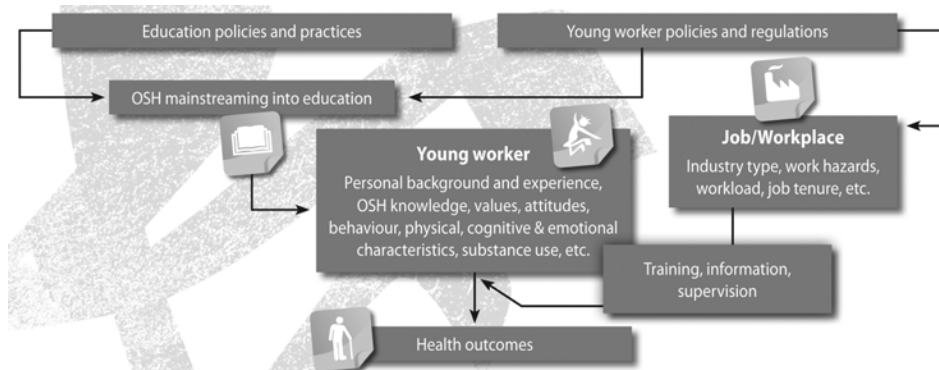
Why are young workers more at risk?

As mentioned, young people are more at risk of harm from work for a variety of reasons. They lack experience and maturity, they lack awareness of risks, they lack skills and training, they may be unaware of their rights and employers' duties regarding health and safety, and they may be reluctant to speak out about problems and keen to please their new employer. They therefore need to be placed in safe and suitable jobs that are matched to their skills and mental and physical abilities and given adequate training and supervision. For these reasons EU legislation requires employers to take special account of vulnerable workers during risk assessment and to apply appropriate prevention measures. Special restrictions exist for workers under 18. However, by keeping young workers safe and training and educating them properly, employers can benefit from their energy and motivation, while at the same time promoting a prevention culture.

⁽²⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).

Strategy to protect young workers

A model of the OSH of young workers suggesting a two-way strategy to combat OSH risks to them, through the workplace and through the education system, is shown in the figure.



Model of the occupational safety and health of young workers

Action at the policy and programme level

The prevention of injuries and ill health in young workers starts at policy level, which includes legislation and supporting programmes and campaigns. National and European legislation obliges employers to pay special attention to minor and younger workers and underlines the importance of creating a culture of safety; this forms a good basis for minimising OSH risks to young workers. To complement this, OSH needs to be mainstreamed into education and also to become an integral part of national policies. A complementary report by the agency on mainstreaming OSH into the education curriculum ⁽²⁾ has reviewed activity in this area, finding that there are compulsory requirements in some Member States as well as various opportunities for voluntary inclusion of the topic in education curricula.

There are already many innovative programmes and campaigns on young worker safety. These programmes should seek closer cooperation between sectors and companies to implement innovations at workplace level more efficiently. It is also important to get the message across to companies that healthy and informed employees are their most important investment for the future. Young worker elements should also be included or mainstreamed into more general campaigns, programmes and inspection initiatives. Examples of this include paying specific attention to young workers in OSH initiatives in sectors with high employment rates for young workers, or making young workers one of the areas of focus in a general campaign on workplace accident prevention groups. It is also important to make sure that OSH is not overlooked in the 'typical' jobs of young women.

⁽²⁾ European Agency for Safety and Health at Work, *OSH in the school curriculum: Requirements and activities in the EU Member States*, 2008 (<http://osha.europa.eu/en/publications/reports/TE3008521ENC/view>).

European regulatory framework to protect young workers

Council Directive 89/391/EEC (the OSH framework directive) obliges employers to assess risks, introduce protective measures and provide information and training. Risk assessments should also identify groups of workers who are particularly at risk, such as young workers. Young workers are required to cooperate with their employer's health and safety arrangements and make correct use of anything provided in the interests of health and safety, such as personal protective equipment (PPE).

Council Directive 94/33/EC (the young workers directive) applies to workers under 18 and includes provisions relating to:

- employers' general obligations, such as:
 - protection of the health and safety of young people
 - assessment of the risks to young people associated with their work
 - assessment and monitoring of the health of young people
 - information for young people and children's legal representatives on the possible risks to their health and safety;
- types of employment that must not be carried out by young people, such as work which exceeds the mental or physical capacities of young people, or work involving harmful exposure to dangerous substances;
- working hours, night working, rest periods, annual leave and rest breaks.

Lessons learned from workplace interventions and vocational training

This report presents cases of successful actions to prevent risks to young workers. The majority of the actions were taken either in the workplace or during vocational education. Many of the cases are training initiatives. Training alone will not protect young workers from harm, and the cases selected are from organisations that have a good general OSH prevention system in place. They are taking the necessary protective measures to ensure that young workers are not exposed to harm and are providing them with suitable jobs for their age, experience and capabilities, and with suitable supervision. Training is just one part of their approach to preventing risks to their young employees.

Many of the training examples incorporate the idea of making safe working habits an intrinsic part of the training of the professional, skilled worker. The commitment of employers and other staff in the workplace to the project is seen as vital, as is cooperation with stakeholders such as educational institutions, labour inspectors and labour unions. Case studies from the workplace also indicate a potential payback on investment in young workers: OSH training not only develops the young workers themselves but may also enhance the perception of OSH risks among the entire workforce.

While case examples from the service sector in which more young women work do exist, far more examples are found in sectors such as construction, heavy manufacturing industry and the traditional male trades. More attention needs to be paid to the special OSH needs of young workers in the service sector, especially at workplace level. Many



young workers are employed on a temporary basis and find employment through temporary employment agencies. Again, examples of effective collaboration on OSH between employers and temporary employment agencies do exist. Such practices need to become more widespread and programmes on young workers need to target employment agencies.

Success factors

A number of common success factors can be identified in the cases and programmes discussed in this report. Some are general and some are more specific to the training initiatives.

General success factors include:

- making sure young workers are taken into account in all prevention activities (mainstreaming youth into prevention actions);
- top-level commitment to OSH measures to protect young people, focused on preventing risks at source;
- basing actions and interventions on risk assessment, and ensuring actions are implemented, monitored and reviewed;
- consultation and active participation of young workers;
- for programmes, taking a holistic approach combining activities in schools and training colleges with support for improved prevention in companies;
- ensuring that OSH programmes and campaigns in employment sectors with high youth employment, such as catering, hairdressing and call centres, include a youth dimension.

Success factors in training programmes include:

- providing workplace training in the context of an effective overall safety management system to prevent workplace risks. Training alone is not effective in reducing risks;
- providing training together with implementing the necessary measures to make the work environment safe and healthy for young workers, providing them with suitable jobs for their age, capabilities and experience and ensuring proper supervision;
- learning from experiences of mainstreaming OSH into education, as recommendations regarding effective teaching of OSH in education are also valid for the workplace, such as:
 - setting clear learning objectives focused on skills development
 - using a balance between theory and practice
 - using suitable teaching resources and methods
 - training supervisors, mentors and trainers in their role and in OSH
 - making OSH an integral part of other induction training
 - partnership — at the workplace level including partnerships with temporary employment agencies
 - ensuring a close link to working life



- making OSH an integral part of doing the job right – at work and in vocational training;
- using peers, including more experienced young workers, and using older, experienced workers as mentors. This provides a positive experience for new and more senior colleagues alike;
- using active, participatory learning methods, for example where young people learn to recognise hazards and examine and solve real work problems, and where possible do this in real workplaces;
- feeding the results of such student work back into the real workplace risk assessment and prevention process. This makes the exercise meaningful for youngsters and is of value to employers;
- using videos or virtual reality methods where access to real workplaces is not possible or to demonstrate high-risk situations;
- using competitions or other forms of recognition to motivate work on OSH projects or demonstration of OSH skills;
- linking training to the acquisition of a recognised diploma or other evidence of vocational achievement that trainees can add to their CV and which enhances their employability;
- making OSH training and skills development an integral part of lifelong training and development. By law OSH should not be only a 'one-off' training at the start of work.

From policies into practice

Occupational safety and health within a competitive framework: Skills Finland

The WorldSkills Competition, which takes place every second year, is a chance for professionals under 23 to test their specialised skills in competition with other young people from all over the world. The 2005 contest included a specific focus on safety and health aspects of the competition and the OSH skills of the entrants and specialists organising the competition.

Motivating young workers to take action to improve their safety and health at work: DaimlerChrysler

Young apprentices were given real workplace health and safety issues and asked to find practical and feasible solutions to them. After approval by senior management, the results of the study had to be implemented with the aid of experts. The young workers acquired skills in decision-making and product design and were highly motivated to deal with occupational safety and health issues.



It is about protecting the work force of tomorrow by taking action today.

Jukka Takala, Director of the European Agency
for Safety and Health at Work

Young people are the future. Maybe it's more important now than ever to be aware of that, considering the demographic situation: by 2050 two working people will be supporting one person (now four to one). The young generation will have to carry a bigger load so should be skilled, prepared, engaged.

Nikolaus van der Pas, Director-General of Employment,
Social Affairs and Equal Opportunities, European Commission

All young people should start a safe working life. In order to reduce accidents in the work place, various instruments are needed.

Luis de Nascimento Lopes, Vice-General Secretary of the
Portuguese Teachers' Union (Sindep) and member of the Board of UGT Portugal

Young people are our future workers, but they are also our future employers, managers, organisers. Changing behaviour is always more difficult than getting people to act in the right way in the first place. New employers and managers should arrive at the workplace already with the understanding that good working conditions and good workers are linked to being more competitive.

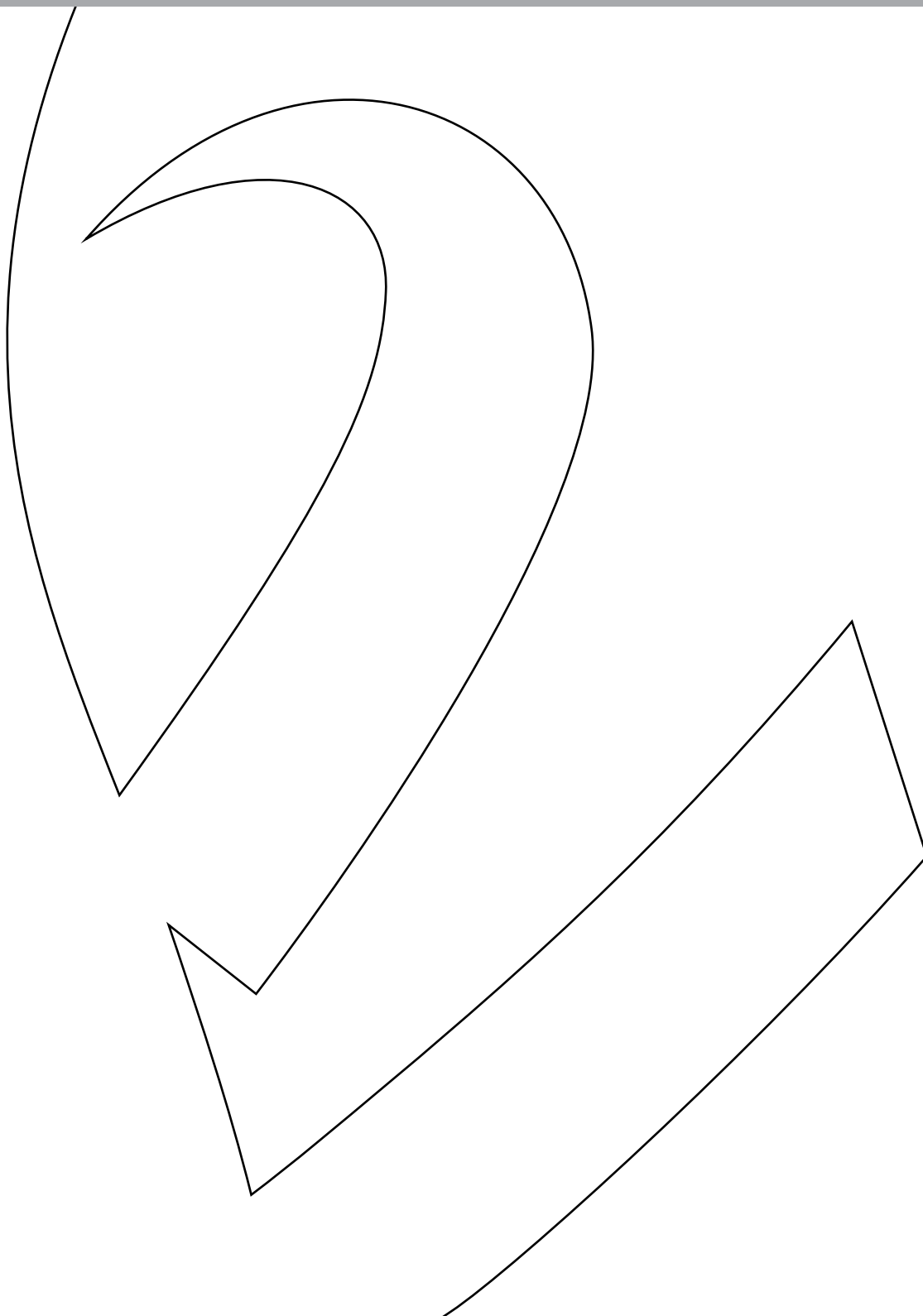
Kris De Meester, BusinessEurope

Statements from the European Safe Start Summit, closing event of the European Week for Safety and Health at Work 2006, 22 March 2007, Bilbao.



1.

INTRODUCTION



The activities of the European Agency for Safety and Health at Work regarding the occupational safety and health (OSH) of young people cover three different areas. These are: firstly, mainstreaming occupational safety and health into education, to help make young people more aware and knowledgeable about risks prior to starting work; secondly, the monitoring of OSH risks to young workers — their exposure to hazards, their health outcomes and the circumstances of their work — to help improve and prioritise prevention initiatives; and thirdly, the collection and analysis of examples of good practice to prevent risks to young workers — to examine what works well and to share information and successful experiences of workplace prevention. This third area is the focus of this report.

Young people have been prioritised for attention because there is evidence that they are more at risk than their older work colleagues and therefore require special attention. Regarding the second activity mentioned above, the agency's risk observatory has produced a report entitled *Young workers — Facts and figures* ⁽⁴⁾ that looks in detail at the OSH situation of young people. Relevant findings of the report include the following.

- European and some national sources suggest that young workers are more exposed to the following physical work factors: noise, vibrations, heat and cold, and the handling of dangerous substances.
- According to survey results from EU and national sources, physically demanding work factors (such as working in awkward positions, handling heavy loads, and repetitive work) seem to be more common among young workers than in the workforce as a whole. As a result, young workers are at considerable risk of developing musculoskeletal disorders (including low back pain).
- Surveys suggest that young workers seem to be less informed about occupational risks than workers as a whole.
- Young people do more shift work and weekend work and have more irregular working hours than workers as a whole.
- Young workers are also more likely to report being the subject of unwanted sexual attention. Young women with precarious jobs in the hotel and service industry are many times more likely to be exposed to sexual harassment than the average worker.
- National and European data suggest that young workers are at greater risk of having an occupational accident. According to European data ⁽⁵⁾, the incidence rate of non-fatal accidents at work was more than 40 % higher among those aged 18–24 than in the workforce as a whole. Young men especially appear to be a risk group for safety at work.

While young workers have a lower average risk of developing occupational diseases than older workers, occupational diseases often need a cumulative exposure and/or latency period to develop and may not always be recognised due to short-term work contracts. According to the European occupational diseases statistics (EODS), the top five occupational diseases among workers aged 15–35 years are allergic reactions, irritation of the skin, pulmonary disorders, infectious diseases and musculoskeletal disorders. In 1999, 86.5 % of all self-reported health problems that were due to

⁽⁴⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).

⁽⁵⁾ Figures for 2002 for the EU-15 from the European statistics on accidents at work (ESAW), Eurostat.



pulmonary disorders, and caused more than two weeks' absence, were reported by young workers under 25. Nearly half of all self-reported health problems due to stress, depression and anxiety, and which caused more than two weeks' absence, were reported by workers under 25 (48.9 %).

Possible reasons for higher occupational accident rates and the health problems identified in the report include young workers' lack of experience, their physical and psychological immaturity and lack of awareness of health and safety issues, and the failure of employers to allow for these factors by providing appropriate training, supervision and safeguards, and by placing young people in work situations that are appropriate to them.

The report provides recommendations for research and practice, which include:

- targeting sectors where young workers are most at risk;
- targeting the most prevalent risks for awareness raising among employers and the young workers themselves;
- targeting employment agencies to raise awareness about the risks to which young workers are exposed;
- training inspectors about where most young workers are employed and which risks they face;
- taking account of the specific needs of specific groups of young workers (male/female, migrants, etc.);
- paying special attention to part-timers and temporary workers. Advice should mention the importance of special attention to young workers and specific guidance should be given to employers, inspectors and preventive services;
- including young workers' issues in guidelines on shiftworking;
- refocusing rehabilitation and employability policies for injured workers to include young workers;
- adjusting awareness raising, training and prevention so that it is suitable for different groups of young workers and includes diversity issues, for example regarding young migrant workers;
- ensuring that training that does not lead to formal qualifications (which increasingly concerns female workers, for example in service sectors such as home care) includes OSH;
- effectively targeting risk-reduction policies for work-related accidents to young workers. Cooperation across policy areas (e.g. public health, combating child labour, transport safety) could also be beneficial in this respect;
- mainstreaming OSH into education at all levels. This is particularly important for those entering precarious jobs, who may receive little training at work and are hard to reach.

Employers have legal duties to protect the health and safety of all their workers, and there are additional duties that apply to young workers under 18 (see box overleaf). In fact the majority of occupational accidents and diseases are preventable and this report presents examples of actions and good practice to prevent problems arising and put into practice the recommendations found in the *Young workers — Facts and figures* report ⁽⁶⁾. It covers policy, programmes and best practice related to the protection of young people at work and seeks to answer the questions 'what is being done to protect young people at work?', 'what actions are most successful?' and 'what more could be done?'

⁽⁶⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).



Section 2 of this report looks at strategies and programmes to reduce the risks to young workers, such as action plans, subsidies, campaigns and agreements. European directives, policy and strategy set the context for national legislation and actions, and initiatives may come from a variety of different organisations including national, local and sectoral bodies.

Section 3 of the report is a collection of examples of good practice: successful actions and interventions to improve the occupational safety and health of workers under 24 in Europe, including examples of programmes, interventions, risk assessment, training supervision and accident cases. It is important to emphasise that the priority for prevention is to eliminate and reduce the exposure of young workers to harm through the use of technical measures. Training is a part of the prevention process but it is insufficient on its own. Many of the case examples describe training initiatives, but they are training initiatives that have been taken in companies and organisations that already have a good technical prevention system in place to prevent risks to young and other workers.

Various definitions of ‘young workers’ exist. In this report ‘young workers’ are defined as those in the age group 15–24 who take part of the world of work in different ways. They include trainees in vocational training schools or in companies, school pupils carrying out work experience, students working in their spare time (during holidays, weekends and evenings) and young workers who have left education and are starting their working career.

In the EU Member States employers’ duties to their workers, regardless of age, include:

- identifying hazards and carrying out a risk assessment;
- putting in place preventive measures based on the risk assessment;
- identifying any measures needed for vulnerable individuals;
- providing information, instruction and training, including on recruitment;
- consulting with workers and their representatives;
- cooperating with other employers on OSH such as temporary work agencies.

There is additional protection for workers under 18. Specifically, under-18s cannot do work that:

- is beyond their physical or psychological capacity;
- exposes them to toxic substances;
- exposes them to harmful radiation;
- involves health risks from extreme temperatures, noise or vibration;
- could cause accidents because they lack experience or training or attention to safety,

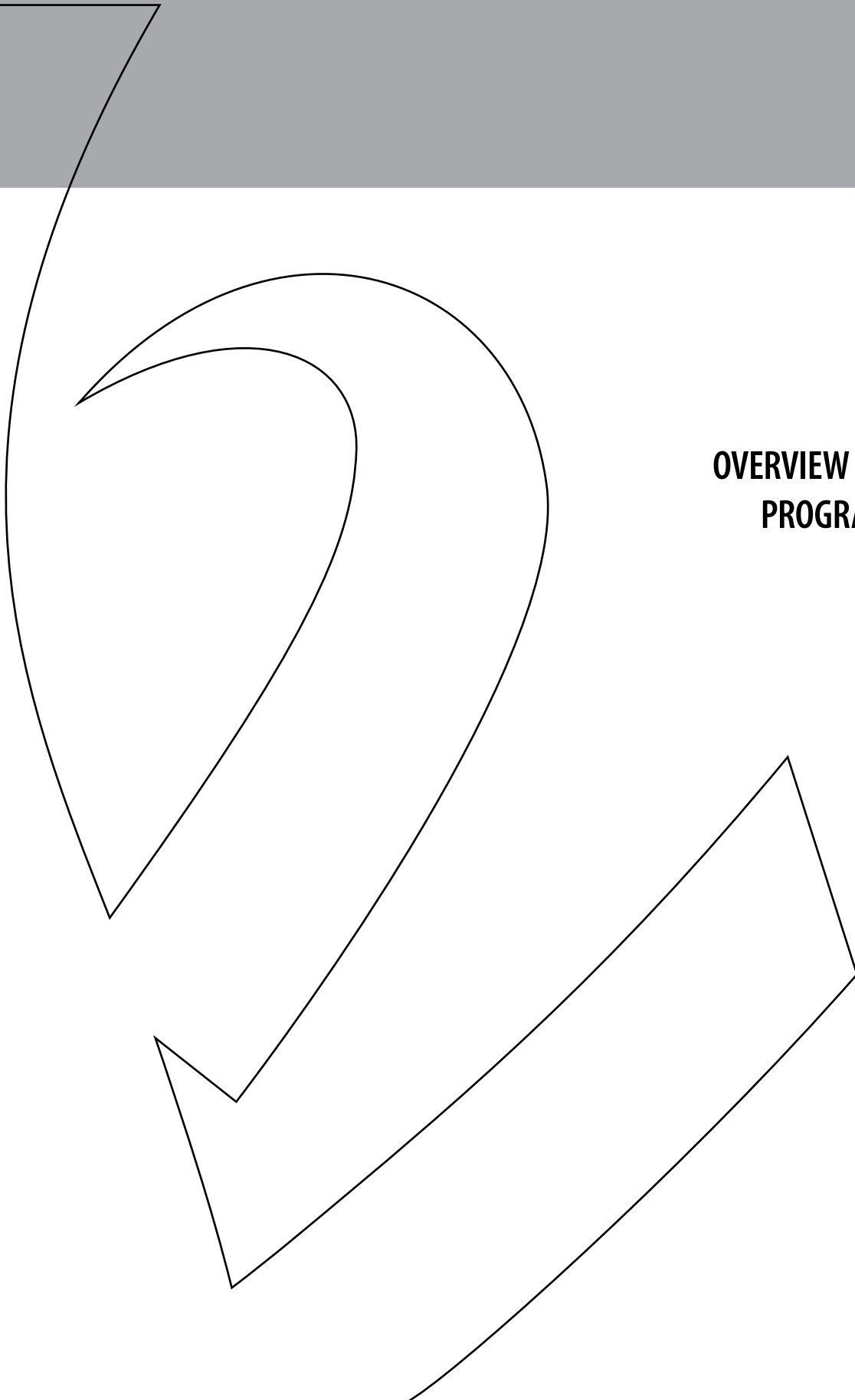
unless they are over the minimum school leaving age, it is necessary for their vocational training, they have competent supervision and their employer can guarantee proper protection.

More detailed information is given in Appendix 1.



2.

OVERVIEW OF POLICY AND PROGRAMME ACTIONS



2.1. INTRODUCTION

Young people everywhere ...

- have aspirations and want to participate fully in the lives of their societies;
- are key agents for social change, economic development and technological innovation;
- should live under conditions that encourage their imagination, ideals, energy and vision to flourish to the benefit of their societies;
- are confronted by a paradox: to seek to be integrated into the existing society or to serve as a force to transform it;
- are also a social and demographic group at risk with an uncertain future, even though they represent society's greatest hope.

Adapted from the United Nations Youth Agenda (<http://www.un.org/esa/socdev/unyin/agenda.htm>).

This part of the report looks at actions taken to reduce the risks to young workers, such as strategies, programmes, action plans, subsidies, campaigns and agreements. These can come from a variety of levels: there may be interventions by national authorities, social partners and NGOs, including local or sectoral bodies. Activities may address employment conditions in general (e.g. working hours), youth unemployment (which is higher than average) or the prohibition of child labour, or be focused specifically on safety and health conditions and the prevention of risks to young workers.



EUROPEAN LEVEL

2.2.

European Union policy and programmes set the context for Member State programmes and campaigns to prevent risks to young workers. This policy context includes:

- EU employment strategies to create quality jobs;
- a youth strategy:
 - taking greater account of the youth dimension in other policies
 - improving the education, training, mobility, vocational integration and social inclusion of young Europeans (the Youth Pact);
- OSH directives requiring:
 - risk assessment and prevention using a hierarchy of measures starting with elimination of risk at source, instruction and training, and measures to take account of vulnerable persons (OSH framework directive (89/391/EEC))
 - the elimination of child labour and special protection for under-18s (young workers directive (94/33/EC));
- the Community OSH strategy 2007–12 ⁽⁷⁾ which:
 - highlights the need to take diversity at work into account
 - categorises young workers as a high-risk group
 - sets actions to be taken on mainstreaming OSH into education and training;
- Cehape (Children’s environmental and health action plan for Europe), which includes objectives and programmes on eliminating child labour, removing young people from hazardous work conditions and raising awareness of OSH and young people among employers and young people themselves;
- the Leonardo da Vinci programme, which provides grants for vocational training activities in the Member States including in the area of OSH;
- education policy which promotes cooperation and common strategies on vocational education in the Member States.

Other European-level initiatives have included the European Safe Start campaign in 2006 (see box). Additional information about EU and international policies and the requirements of the EU safety directives concerning young workers can be found in the agency report *Young workers — Facts and figures* ⁽⁸⁾. A list of references to EU and international policies is given in Appendix 3 to this report.

⁽⁷⁾ European Commission, Improving quality and productivity at work — Community strategy 2007–12 on health and safety at work, COM(2007) 62 (<http://ec.europa.eu/social/BlobServlet?docId=430&langId=en>).

⁽⁸⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).



‘Young workers — a safe start!’ and Member States

In 2006, the European Agency for Safety and Health at Work in Bilbao launched a campaign ‘Young workers — a safe start. This campaign was implemented in all European Union Member States. Below are some examples of European campaign activities carried out by the Member States.

Starte sicher!, Austria

During European Week 2006 the Austrian Labour Inspectorate focused on activities and projects relating to young people and OSH. This campaign aimed at raising awareness and giving support and advice to companies and vocational training schools. More than 11 projects were developed and implemented in close cooperation with young people in schools and companies. A major topic was the ‘Supervision of young people working at risk’, targeting those working with dangerous substances and equipment, among others. This project was well received and gained an award from the Austrian Minister for Economy and Labour ⁽⁹⁾.

Safestart.be, Belgium

Within the framework of European Week 2006 on young workers, the Belgian Federal Public Service Employment ⁽¹⁰⁾, Prevent (the Belgian Institute for Occupational Safety and Health) ⁽¹¹⁾ and Prevention and Interim (an accident prevention service for the temporary agency work sector, consisting of all private and public sector temporary work agencies) ⁽¹²⁾ initiated the Safe Start project. The overall aim of the project is to raise the OSH awareness of young workers. One of the main results was the launch of a website (www.safestart.be). The website has sections aimed at young people, employers and educators, and aims to be a platform for everything that happens in Belgium in relation to young workers and their OSH.

Other results of the Safe Start project are a status report on Belgian young workers, a contest for young people about safety at work, a leaflet and a poster.

⁽⁹⁾ <http://www.arbeitsinspektion.gv.at/Al/Personengruppen/Jugendliche/jugend030.htm>



Poland

In Poland the Safe Start project was coordinated by the national focal point of the agency (Central Institute for Labour Medicine — National Research Institute). The first in a series of events was a seminar 'Young workers — a safe start!' organised during the SAWO International Trade Fair in Poznań.

On 15 May 2006 the main office of the Polish Craft Association (ZRP) in Warsaw hosted the finals of the sixth all-Poland quiz on OSH rules for apprentices of craft establishments. Forty-one winners of the competition's regional stages, organised by the craft chambers, qualified for the final round. Six apprentices fought for supremacy in an oral part of the final. The winners of the first six places all received prizes.

Schluss mit Lärm, Germany

Each year Germany participates in the European Week activities of the European Agency for Safety and Health at Work. National and regional activities are dedicated to the chosen theme of the week. One of several successful initiatives has been the information portal 'Schluss mit Lärm' (2005 European noise campaign), which presents information especially for young people, taking into account their specific hobbies, interests, lifestyle and patterns of work⁽¹³⁾.

⁽¹⁰⁾ <http://www.meta.fgov.be>

⁽¹¹⁾ <http://www.prevent.be>

⁽¹²⁾ <http://www.p-i.be>

⁽¹³⁾ <http://www.schluss-mit-laerm.de>



2.3. EXAMPLES FROM MEMBER STATE LEVEL

EU Member States are taking action to ensure the prevention of harm to workers, including young workers. They all have in place legislation regarding OSH, having transposed the framework directive (89/391/EEC) and others — including the young workers directive (94/33/EC) — into national law. As the directives set minimum standards, there can be variations between the Member States when they set laws and develop actions, codes, guides or other initiatives to support the legislation. Additional information about the transposition of the young workers directive in the Member States is given in the report *Young workers — Facts and figures* ⁽¹⁴⁾. The main legal requirements of the directives are summarised in Appendix 1.

The Member States are engaged in activities to promote the OSH of young workers and support the implementation of the legislation. These can range from producing guidelines and other resources, and research on young workers' issues, to major interventions and campaigns to raise awareness and achieve action. Most Member States have, for example, produced publications for young workers and made these available on the Internet. Information on the protection of young workers is also available from other intermediary organisations such as trade unions and trade associations, youth organisations and accident prevention NGOs.

This section describes a selection of programmes and initiatives in the Member States in order to illustrate the broad range of approaches that exist to address the issue of young people's OSH. This is not a complete list of actions, nor are these the only relevant actions and policies in place within the Member States. The information presented was mainly obtained in 2006. Some additional examples of preventive programmes in the Member States can be found in the agency report *Young workers — Facts and figures* ⁽¹⁵⁾. Information about national legislation to implement the young workers directive is given in Appendix 2.

National guidelines and recommendations, Austria

The Austrian Ministry for Economy and Labour and the Austrian Labour Inspectorate publish all relevant information on legislation regarding young workers and a variety of guidelines for implementation at company level. Other relevant bodies are the Austrian Accident Insurance Company (AUVA), the Austrian Federal Economic Chamber (WKÖ) and the Austrian Workers' Federation (BAK): they have developed a website 'Eval.at' ⁽¹⁶⁾ giving support to companies, safety practitioners, labour inspectors and employees in the evaluation of risks at work. A part of this website is dedicated to the topic 'Youth and child employment' and gives advice on how to tackle risk assessment regarding young workers based on the current legislation. Forms and a checklist for practical use can be downloaded to help companies comply with their duties.

⁽¹⁴⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).

⁽¹⁵⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/en/publications/reports/TE7606507ENC/view>).

⁽¹⁶⁾ <http://www.eval.at>



Kids Project, Austria

In 2004 the Austrian Labour Inspectorate started an initiative called the 'Kids Project' (team4kids), which began as a one-year project and is now a permanent working group. The goal of this initiative is to prepare young people for working life by means of education and training, and to promote a preventive health and safety culture among young workers and their employers as well as within schools, professional training institutions and employment centres. The inspectors involved deliver health and safety in vocational and professional training to prepare young people for the challenge of their future working lives. Target groups are teachers, supervisors, pupils, apprentices and safety services. Teaching media are adapted to the needs and skills of young people and include interactive media, videos, folders, a website and seminars. The partners in these activities are social insurance companies, OSH organisations, training institutes, schools, companies and preventive services ⁽¹⁷⁾.

!Gib 8, Austria

The Austrian Accident Insurance Company (AUVA) is involved in a project '!Gib 8', focusing on safety and health at schools ⁽¹⁸⁾. Close cooperation with schools and teachers is the basis for this awareness-raising campaign. A variety of media has been developed to satisfy the needs of pupils and apprentices ⁽¹⁹⁾.

AUVA-Lernwelt, Austria, Germany and Switzerland

A European project carried out jointly by the German 'New quality of work initiative' (INQA) ⁽²⁰⁾ (see also below), the Austrian Accident Insurance Company (AUVA) and Switzerland is dedicated to the integration of OSH into vocational training. The 'AUVA-Lernwelt' ⁽²¹⁾ is a virtual platform that assists in developing and organising seminars and training courses online. Interactive facilities like chatrooms or message centres can be accessed by e-mail. A user-friendly system allows the design of text, graphics, photos and videos. It also enables monitoring of how successful the learning is. The AUVA-Lernwelt provides schools and companies with information and ideas, advice on how to organise their own health and safety training, and in-house qualifications by means of the Internet.

The bakery campaign 2000–05, Austria

The Austrian Accident Insurance Company (AUVA) is responsible for social insurance aspects in cases of accidents at work and occupational illnesses for most areas of the economy. It also runs preventive services, assisting small and medium-sized enterprises with their mandatory duty to carry out risk assessment and decide upon the management measures.

Occupational disease statistics in the period from 1999 to 2002 showed that 7 % of workers suffering from 'baker's asthma' were under 18. This disease often forces bakers to change jobs. The AUVA and the Labour Inspectorate have focused their efforts on raising awareness of the need to reduce exposure to flour dust and to minimise the risk

⁽¹⁷⁾ <http://www.arbeitsinspektion.gv.at/Al/Personengruppen/Jugendliche/jugend010.htm>

⁽¹⁸⁾ http://www.auva.at/esvapps/page/page.jsp?p_pageid=120&p_menuid=59711&p_id=3

⁽¹⁹⁾ http://www.auva.at/mediaDB/MMDB80183_Folder%20Unterricht%20AK%20ZW%20R-1k.pdf

⁽²⁰⁾ <http://www.inqa-lernwelt.de>

⁽²¹⁾ <http://auva-lernwelt.at>



of allergic reactions among young workers. The actions have been targeted at occupational physicians, safety engineers and safety reps. The campaign has also sought to define basic guidelines and provide a common standard for activities, and to promote cooperation and transfer of know-how between the stakeholders.

National guidelines and recommendations, Belgium

In addition to the government, bodies issuing guidelines on OSH and young workers include Prevention and Interim (the accident prevention service for the temporary agency work sector), NAVB/CNAC (the Belgian Construction Safety and Health Committee), Coprant (Coordinating Safety Advisors Antwerp) and Prevent (Institute for Occupational Safety and Health).

The Safety Coach project, Belgium

Prevent (the Belgian Institute for Occupational Safety and Health) ⁽²²⁾ has initiated the Safety Coach project. The safety coaches are older (+ 45 years), experienced workers who guide and assist new, young employees. They are designated by the company and trained by Prevent in specific issues concerning young workers. More information about this pilot project is given in Section 3.5., containing 'snapshots' of mentoring cases.

The apprenticeship scheme, Cyprus

Cyprus operates an apprenticeship scheme ⁽²³⁾ that is initially for a two-year period, and focuses on providing practical and theoretical training to young people who have not successfully completed their lower-secondary compulsory education and wish to be trained and pursue a career in technical occupations. Students must be at least 14 to be accepted in the apprenticeship system and must not be over 18 at the time of graduation. Apprentices are trained to become, for example, builders, carpenters, cabinet makers, car mechanics, car electricians, electrical technicians, sheet metal workers/welders, aluminium products manufacturers, machineworkers/fitters, silversmiths/goldsmiths, shoemakers and lift maintenance workers.

The employer, the apprentice and their parent/guardian sign an apprenticeship contract, under which the employer is committed to provide practical experience, implementing in parallel the protection of young persons at work law. The contract states clearly that during their employment the apprentice is considered to be an employee and has all the rights and obligations arising out of the relevant legislation (safety and health at work law). A copy of the contract is forwarded to the labour inspectors to enable them to plan their inspection visits to those workplaces accordingly.

Mainstreaming OSH into education, Cyprus

The Department of Labour Inspection commissioned a study by an external consultant on the mainstreaming of OSH issues into the Cyprus educational system. The study included the examination of the school learning environment and the preparation of 80 thematic examples of mainstreaming OSH issues into the curricula of the Cyprus educational system for students aged 5–17 (five thematic examples for each school year including the three years of technical education). The project is expected to be a major step towards the implementation of the Community OSH strategy in Cyprus.

⁽²²⁾ <http://www.prevent.be>

⁽²³⁾ <http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/3D5E2E2CFACF8865C2256DB800467538?OpenDocument>



Action programme for a clean working environment 2005, Denmark

In 1995 the Danish Government set up a national action programme to provide a safer working environment by 2005. It came up with seven cross-sectoral and very broadly defined goals aimed at reducing or eliminating accidents at work or occupational diseases before 2005. One of these goals was to prevent occupational injuries to children and young people.

The means to achieve this goal included:

- cooperation between traditional OSH players, social partners and OSH experts as well as other interested parties, such as trainee and parent organisations;
- initiating special activities to prevent occupational injuries to workers aged 18–24, as this age group often lacks awareness, experience, skills and appropriate training;
- emphasising that working conditions during training and on-the-job learning must comply with legislative requirements, as it is important for young people to learn good OSH practices right from the start.

In 1996, a fund of over EUR 400 000 was set up for targeted projects, including:

- experiments involving trainees and students in safety work at schools and training institutions;
- surveys of health and safety conditions in schools and training institutions;
- experiments with education and educational materials on health and safety conditions. In all, eight projects were given financial support;
- initiatives aimed at young people in agriculture with financial support of over EUR 1.3 million, to help improve the safety conditions and safety behaviour of farmers employing agricultural trainees.
- a special fund of over EUR 160 000 to improve the work environment and introduction to work of those aged 18–25.

It was thus possible to embark on several projects and to focus on the safety of young people in many different contexts. The Danish Labour Inspectorate also carried out a thorough analysis of occupational accidents and work-related ailments among the under-25s reported in the period 1984–88. The aim was to identify the various risk factors and determine which sectors posed the highest risk. On the basis of this analysis, the authorities were able to identify those sectors and companies that need special attention in relation to inspection and specific preventive measures. This analysis formed the basis for many of the initiatives carried out in subsequent years.

The Labour Inspectorate, Denmark

Since 1990 Denmark's Labour Inspectorate has carried out several actions in relation to young people, particularly those under 18. They include the following.

- In 1990, businesses that employed experienced young people were targeted.
- In 1995, the Labour Inspectorate sent out a number of information folders on young people's spare-time work and carried out inspection activities in companies employing young people. Information initiatives were also targeted at schools throughout Denmark.



- In 1995–2005, the Labour Inspectorate focused on monitoring young people's working conditions in industry.
- In 1999, the Labour Inspectorate carried out a special campaign aimed at young people under 18 years who worked alone in the evenings in bakers' shops, kiosks, grill bars, video shops and petrol stations.
- In 1999, the Labour Inspectorate focused on conditions within the agricultural sector as a part of a common European action.

How easy can it be? — e-learning about retail sector risks, Denmark

BAR Handel, the work environment council for the retail sector, produced an interactive electronic training resource about working conditions for young people and their employers. It uses informative stories and a humorous style to illustrate health and safety issues. A graphic presentation of cases covering typical work situations is included (*A safe start for young workers in practice*, 2007, downloadable from <http://osha.europa.eu/publications/reports/repository/GPB06>).

National youth and work programme 2002–07, Finland

The Finnish Institute of Occupational Health (FIOH) launched a national youth and work programme 2002–07 ⁽²⁴⁾ aimed at young people aged 15–29. The goal was to promote young people's health and functional capacity and ability and potential to enter the labour market, and to develop a safe and healthy work environment and work community. The methods used to promote these goals include research, information dissemination, specialist services, and education and training.

Youth and work thematic pages, Finland

FIOH has created youth and work thematic pages ⁽²⁵⁾ on its website. These pages provide information on:

- the transition of young people from school to work life;
- how to balance studying, family life and work;
- the rights of young employees;
- safety at work and occupational health services;
- literature and research results on young people and work.

Synergie project, France ⁽²⁶⁾⁽²⁷⁾

The National Council on Education in Safety and Health at Work (Conseil National pour l'Enseignement en Santé et Sécurité au Travail (CNES&ST)) ⁽²⁸⁾ is an advisory body to the National Health Insurance Fund for Employees (CNAMTS) and the French Ministry of

⁽²⁴⁾ <http://www.ttl.fi/Internet/English/Organization/Action+Programmes/Youth+and+work/default.htm>

⁽²⁵⁾ <http://www.ttl.fi/Internet/English/Thematic+pages/Youth+and+work>

⁽²⁶⁾ See also: European Agency for Safety and Health at Work, *Mainstreaming occupational safety and health into education — Good practice in school and vocational education*, 2004 (<http://osha.europa.eu/publications/reports/313/view>).

⁽²⁷⁾ <http://www.eprp-france.com/index.htm>

⁽²⁸⁾ <http://www.esst-inrs.fr/>



Education, within the framework of a protocol regarding education about occupational risks. One of the projects run by this partnership is Synergie, an action-based training approach for students and apprentices in occupational risk management based on observation and analysis of real-world working environments. The basic idea behind the Synergie project is to empower students through the development of proper economic and social skills during their work placement. The students are given the responsibility of helping to improve health and safety in a workplace. The project is based on statistical figures and a set of partnerships between public and private bodies. It started in the wood-processing sector and has been extended to the construction and public works trades, the graphics industry, and the motor body work and metals sector. See also the case studies in Section 4 of this report.

Safety of young workers in the metallurgy sector, France

CRAM (the social security medical insurance department for the Pays de la Loire region) and IUMM (the metalworking industries organisation) have cooperated with vocational training providers to promote health and safety training in vocational courses and implement workplace solutions for young workers in individual workplaces. The initiative includes: setting up cooperation agreements with regional education authorities on OSH in vocational schools; providing training for trainers based on theory and practising OSH skills; and intervention projects to improve safety for new apprentices in the workplace through cooperation with the vocational school and the company providing the jobs (*A safe start for young workers in practice* ⁽²⁹⁾).

INQA, Germany

The 'New quality of work initiative' (INQA) is a joint project of the federal government, the *Länder*, social insurance institutions and social partners. The INQA partners are bringing together people's interest in positive, healthy and fulfilling working conditions and the need for business to be competitive. The slogan is 'Acting together — all partners within their own responsibilities'. They aim to prompt a broad societal debate on the future of work and increase public awareness of the need and desirability of reorganising the world of work in future. New work designs, procedures and instruments will be developed and examples of 'good practice' collected and disseminated.

INQA is focusing on improving people's employability and ability to work. One of 11 networks within INQA is the lifelong learning network. INQA provides several information tools in order to raise awareness, targeting young people and teachers at all levels of education and qualification. The INQA Lernwelt ⁽³⁰⁾ is a constantly growing web portal that is also linked to the Austrian AUVA Lernwelt mentioned above.

Jugend will sich-er-leben, Germany

'Jugend will sich-er-leben' is an annual initiative of the Hauptverband der Gewerblichen Berufsgenossenschaften and the industrial Berufsgenossenschaften ⁽³¹⁾. It involves the dissemination to schools of training material such as videos, CDs and posters on different health and safety themes including noise, dangerous substances and infection. This initiative follows a holistic approach and includes all areas of life. The website contains information and teaching tools on a variety of topics, and is aimed at

⁽²⁹⁾ <http://osha.europa.eu/en/publications/reports/GPB06/view>

⁽³⁰⁾ <http://www.inqa-lernwelt.de>

⁽³¹⁾ <http://www.jwsl.de/dieaktion/index.htm>



young people as well as at teachers and supervisors. The topic 'Take care of your back' is one of many good examples ⁽³²⁾. Each year these activities reach over 800 000 young people in vocational training. In 2006–07 the initiative focused on young people starting their professional life ('Neu im Job').

Sea fishing is no accident: training for transition year students in personal sea survival techniques, Ireland

This initiative of the Bord Iascaigh Mhara (BIM) (Irish Sea Fisheries Board) aims to provide minimum safety training to potential new entrants into the fishing sector before they go to sea for the first time and to raise awareness at the earliest possible stage of the occupational hazards involved and the legislation and safety standards which must be met by vessel owners, skippers and crew members to reduce the hazards to an acceptable level.

Under legislation dating from 2002, new entrants in the fishing industry going to sea for the first time must complete a recognised three-day basic safety training course. Traditionally, potential fishermen went to sea for a few weeks before deciding whether to enter a career in commercial fishing or young family members joined their father or brother on the odd fishing trip without first receiving the correct safety training. Therefore BIM targets its training effort on students in schools in the coastal towns near fishing harbours. Training focuses on: personal survival techniques, including practical exercise in water; elementary first aid addressing injuries or illness experienced at sea; fire prevention; and safety awareness specifically relating to fishing vessels.

In cooperation with school heads, and in combination with the national transition year education programme, the training is delivered to both male and female students 16 years and over in local schools using their teaching facilities. This brings the training into their communities and reduces the cost of travelling and providing training facilities. BIM has two mobile coastal training units, which were designed to take the training into the remote coastal fishing communities. The training in schools is offered at reduced cost ⁽³³⁾.

Mainstreaming young workers into OSH research, Italy

Italy's Institute of Occupational Medicine (ISPESL) includes OSH research on young workers in its research programme. The findings are used to inform prevention activities. Research issues covered in relation to young workers have included: noise and hearing loss; pulmonary reaction to irritants in young apprentice hairdressers; assessment of atopia conditions in young apprentices and follow-up of cases; risk perception in young construction workers, and the application of virtual reality techniques in training activities aimed at accident prevention.

Holiday work programme of the Labour Inspectorate, the Netherlands

Every year the Labour Inspectorate carries out a holiday work programme focusing on industries where many young people are employed. During the summer holidays, when many school pupils do paid work, around 25 % of the Labour Inspectorate's available capacity is assigned to enforcing the legislation on work by young people. In this connection, between 1 500 and 2 000 organisations are inspected every year ⁽³⁴⁾.

⁽³²⁾ <http://www.jwsl.de/aktion2000/bgj001.htm>.

⁽³³⁾ http://www.bim.ie/templates/training.asp?node_id=182

⁽³⁴⁾ http://ec.europa.eu/employment_social/labour_law/docs/ypr_netherlands_en.pdf



A woodworking school targets actions on young apprentices and their future employers, Spain

Consorcio Escuela de la Madera de la Junta de Andalucía prepared a guide to good practice in the areas of safety, health and the environment when handling chemicals in the furniture industry. The guide was well received by the industry. It was therefore decided to use part of it in the woodworking school's training schedules, both in theoretical form, within the workplace risk prevention module (mandatory in all specialities) and in practical form in workplaces (workshops). Training includes site visits, so students can see the real nature of the hazards in the sector and the importance of workplace risk prevention.

A points-based production system was set up for evaluating and motivating students, whereby students who implement good practice in the workshops and who use personal protection clothing and equipment are rewarded and those who do not are penalised. Later, points are exchanged for prizes, which are shown in the attached catalogue. This system is monitored by means of an IT application (Cemersof) into which lecturers enter data on students, and their OSH performance forms part of their academic record. Using the same guide with students that is being promoted among employers promotes a common understanding and consistency of approach so that new employees do not find that their OSH skills are in conflict with workplace reality.

Trade union helpline for summer jobs advice, Sweden

This initiative by trade union LO involves outreach activities among young people aged 16–20 with summer jobs. This annual activity includes visits to schools, the distribution of information brochures, visits to workplaces and a telephone and e-mail service to answer queries. Those involved in the outreach activities are young trade unionists. Some of the workplace visits are carried out jointly with the Labour Inspectorate. The service is a general one intended to support rights at work, which incorporates health and safety. There is a particular focus on hotels and catering and on the commercial services sector (*A safe start for young workers in practice* ⁽³⁵⁾).

'Säker start! Nu är det på riktigt' 'Safe start! Now it's for real', Prevent-Sweden

Prevent has carried out this awareness-raising campaign in partnership with the Confederation of Swedish Enterprise, the Swedish Trade Union Confederation and the Council for Negotiation and Cooperation. The campaign focuses on helping employers introduce young employees to working life in the best and safest way possible. It includes simple information resources and a series of conferences to raise the awareness of both companies and the educational system regarding the importance of a suitable introductory programme concerning OSH for young employees. The conferences present real examples of good practice from various companies. The target groups for the conferences are managers, safety representatives and co-workers, students (secondary schools/universities, primarily in vocational training), student safety representatives and young people entering working life.

HSE cooperation on young workers, United Kingdom

The Health and Safety Executive (HSE) has dedicated areas on its website concerning both risk education and young worker safety. It has worked closely with the Learning

⁽³⁵⁾ <http://osha.europa.eu/en/publications/reports/GPB06/view>



and Skills Council, which is concerned with the provision of work experience for school children and students, for example, to develop guidelines on safety for all those involved in planning placements and for employers providing placements. Its tripartite catering liaison committee has produced and promoted specific information for employers in the catering sector on the safety of young workers.

'WiseUp2Work', United Kingdom

The IOSH (Institution of Occupational Safety and Health) project 'WiseUp2Work' providing online resources for young people is general and wide-ranging in approach, rather than job- or sector-specific. It aims to prepare young people and ensure their health and safety at work in the many different work environments in which they may find themselves. It is aimed at young people, and their employers, educators and parents. This is part of the IOSH 'Safeguarding the next generation' campaign which also includes their workplace hazards awareness course (*A safe start for young workers in practice* ⁽³⁶⁾).

Accident prevention NGO resources on young workers, United Kingdom

The accident prevention NGO RoSPA has a web portal on young worker safety with sections for young workers, employers and work experience organisers. It includes examples and analysis of accidents and case studies ⁽³⁷⁾. RoSPA also cooperates with IOSH on delivering work placement courses.

Trade union activities, United Kingdom

There are various trade union initiatives aimed at young worker safety. For example, the TUC and Unionlearn in the Midlands have worked with Education Business Link and the Raw Nerve Theatre Company to deliver free employment rights training to Year 10 students in Birmingham schools. Interactive sessions led by Raw Nerve will give a dramatic overview of rights and responsibilities, health and safety and bullying at work, and student discussions will follow each piece of theatre. The TUC programme on young worker safety aimed at work placement students is described in Magazine 9 — *Safe Start!*, EU-OSHA, 2006 ⁽³⁸⁾.

Local council theatre project, United Kingdom

Another example of the use of theatre to prepare students for work experience is the 'Learning through theatre' project run by the East Riding of Yorkshire Council (*A safe start for young workers in practice* ⁽³⁹⁾).

⁽³⁶⁾ <http://osha.europa.eu/en/publications/reports/GPB06/view>

⁽³⁷⁾ <http://www.youngworker.co.uk/>

⁽³⁸⁾ <http://osha.europa.eu/publications/magazine/9>

⁽³⁹⁾ <http://osha.europa.eu/en/publications/reports/GPB06/view>



CONCLUSIONS

2.4.

'The national policies and programmes for the overall development of work life should include special elements for young workers to ensure their health and safety at work as well as quality of work life.'

Source: Rantanen, J., *Conclusions of the International Symposium on Youth and Work, 20–22 November 2002, Espoo, Finland (FIOH, 2003).*

National and European legislation has laid solid groundwork to create working conditions which help to minimise occupational safety and health risks for young workers. The EU directive on young workers has been implemented in the Member States and is stimulating action. The European OSH campaign in 2006 on young people has supported and further stimulated this activity.

In reviewing national activities it is apparent that innovative programmes already exist. Sector-specific programmes with young workers at the workplace level are an important way to obtain closer cooperation between economic sectors and businesses in order to get the message across to companies that healthy and informed employees are their most important capital for the future.

Many different approaches are being taken. Good examples include the German 'Initiative neue Qualität der Arbeit' (new quality of work initiative) which, amongst other things, created two network initiatives known as 'lifelong learning' and 'demographic change'. These initiatives take a practical approach, are regionally based and are geared towards the needs of the companies. Young workers are explicitly incorporated in all their projects.

The Austrian Arbeitsinspektion (Labour Inspectorate) takes a different but equally interesting approach. Its 'Kids Project' provides support in implementing legislation, significantly increasing its chances of success.

Finland (FIOH) employs an innovative approach to spreading information by creating a website for young people, which provides relevant cross-linked information on all aspects of the subject, such as school, work and the work-life balance.



3.

GOOD PRACTICE CASES



3.1. INTRODUCTION AND SUMMARY TABLES

'Health, safety and decent working conditions are important for successful working life: they are conducive to overall health, management of life and personal development of the young people'.

Source: Rantanen, J., *Conclusions of the International Symposium on Youth and Work, 20–22 November 2002, Espoo, Finland (FIOH, 2003)*.

The previous section of this report outlined some actions taken by policymakers and intermediaries to facilitate the safe and healthy employment of young workers.

The majority of work accidents and ill health are preventable if employers follow the prevention principles enshrined in European OSH legislation — namely putting in place organisational measures for safety and implementing protective measures based on the findings of risk assessment. A summary of employers' duties, including the special arrangements required for under-18s, is given in Appendix 1. Further details and tips on best practice, and advice on supervision, are given in agency Factsheets 61, 62 and 64⁽⁴⁰⁾. Appendix 2 provides further details of individual Member State requirements.

Following best practice and keeping young workers safe has benefits for employers, too. Proper health and safety management is good for business and the efficient running of an organisation. Measures to keep young workers safe and healthy help protect all workers. Organisations can benefit from young people's energy and motivation to learn while keeping them safe on the job. Good supervision helps in assessing how well young workers are performing and the effectiveness of training, and an enhanced safety reputation helps organisations attract the best new recruits.

The next part of this report shows how these prevention principles can be applied in practice. It presents a sample of successful actions and interventions taken to improve the occupational safety and health of young workers (aged under 24) in Europe, including examples of programmes, interventions, risk assessment, training, supervision and accident cases.

Many of the cases are workplace training initiatives. These have been selected on the following bases.

- They are training initiatives within companies and organisations that have a good technical prevention system in place to prevent risks to young and other workers
 - training is not the only measure being used to protect the young workers.
- The prevention system is based on preventing risks at source as the first priority.
- Training needs are identified through risk assessment and are part of the overall planned prevention approach.

The actions include examples of:

- communicating OSH risks to young workers;

⁽⁴⁰⁾ <http://osha.europa.eu/publications/factsheets>



- workplace training in OSH and prevention activities targeted especially at young workers;
- the inclusion of OSH in vocational education;
- actions enhancing the general preparedness of young people for working life.

A summary of the cases is presented in Table 1. In addition, some short 'snapshot' descriptions of examples are given, including examples of the use of mentoring schemes where the knowledge of older workers has been utilised to train and guide younger workers. A summary of the 'snapshot' examples is given in Table 2.

Table 1: Summary of the case studies

Case (country)	Description	Sector/occupation	Type of intervention	By whom
Spar Retail Academy joins Team4Kids (Austria)	Apprentices participating in OSH training compiled materials for the company's vocational training	Retail	Workplace training	Company
Getting young workers interested in OSH (Germany)	Young workers solved practical OSH problems and implemented the approved solutions in their workplace	Motor vehicle manufacture	Workplace training	Company
Company training for young drivers transporting dangerous goods (UK)	Training of young workers in safe driving and operations with dangerous goods	Public utilities	Workplace training	Company
OSH training in electrical apprenticeship programme (UK)	Coaching apprentices on OSH aspects of their work	Public utilities	Workplace training	Company
Trade union OSH awareness and advisory campaign for young workers and students (Spain)	Provision of OSH technical advice, orientation and information in workplaces most affected by OSH risk and with high numbers of young workers and trainees	General	Workplace advice, training	Intermediary (trade union) working with companies
Accident causation and prevention measures at a fast food chain (Italy)	Questionnaire to workers on the organisational and psychosocial aspects of work, interviews with company and workers' representatives and on-the-spot investigations	Hotel and catering	Workplace intervention by intermediary	Intermediary (regional OSH service)
Preventing occupational stress in young student nurses (Italy)	Provision of social support activities, supervision and group management to combat occupational stress	Healthcare/nurses	Work experience training	Intermediary (research organisation) and employer
Professional card for the construction sector — a recognition scheme (Spain)	A sector-wide certification system for prevention issues that covers OSH training, professional ranking and work experience. Holders also gain access to additional services.	Construction	OSH training and recognition scheme	Intermediary (bipartite NGO) working at intermediary level and with companies



Case (country)	Description	Sector/ occupation	Type of intervention	By whom
Combating child labour — lessons from the labour inspection experience (Turkey)	Part of a global programme. A monitoring system plus referral and follow-up services. Labour inspectors cover prevention of child labour and workplace improvements, targeting employers and families	General	Enforcement, workplace improvements, awareness raising	Intermediary (Labour Inspectorate)
Educating teenagers in workplace hazards (Denmark, Greece, Spain)	Pilot projects on teaching OSH to teens working in their spare time	Various	Awareness raising, training	Various intermediaries (trade union, employers association, education institute) working with employers
Synergie project (France)	Training apprentices to assess risks related to their work in cooperation with the representatives of the school and the company	General	Workplace and vocational training	Intermediary (regional health insurance fund) working with schools and companies
Perception of risk among young construction workers and virtual reality training (Italy)	Study of risk perception of young construction workers and creation of training tool in accident prevention	Construction	Vocational training	Intermediary (research organisation)
Beating back problems at an early age (Germany)	Course on OSH and wellbeing at work for students entering apprenticeships	Construction	Vocational training	Intermediary (trade association)
From school to work — a stress-free experience (Finland)	Group counselling model to improve work preparedness of students in vocational training	General	Vocational training	Intermediary organisation (OSH institution)
OSH excellence within competitive framework — SkillsFinland (Finland)	Developing competences in vocational coaching with an OSH passport, providing tools to assess the OSH aspects of an international vocational skills competition for trainees and improving the OSH know-how of the competition's specialists	General	Vocational training	Intermediary (vocational training organisation)
Passport to Safety (Canada)	Nationally recognised certificate on basic knowledge in safety and health for teens, adults and supervisors	General	Awareness raising, vocational and workplace training	Intermediary (NGO)



Table 2: Summary of the 'snapshots'

Case (country)	Description	Sector/ occupation	Type of intervention	By whom
Temporary workers project (Belgium)	Safety of young workers hired through a temporary employment agency	Steel; temporary employment agencies	Training, workplace safety measures and system, coordination with contractors.	Companies
Apprentices teach apprentices (Germany)	Using the real workplace experience of older apprentices to help train new starters. Project work results used in company risk assessments	Manufacturing	Workplace training	Company
The 'Wide angle' project (Austria)	Allowing young workers to spot hazards and propose solutions in the real workplace through the use of photography	Construction	Workplace training	Company
3D interactive simulator for safety training in a refinery (Austria)	Facilitating 'on-the-job' training and learning under realistic conditions	Oil refining	Workplace training	Company
Training for pizza delivery (Cyprus)	Minimising motorcycle accidents as part of an overall prevention policy	Catering	Range of preventive measures including training	Company
Safety in pharmaceutical work (Poland)	Integrating young worker safety into company safety actions and training	Pharmaceutical	Workplace training, workplace prevention measures	Company
Fire safety in steel plant maintenance (Italy)	Maintenance contractor worked with client on fire safety: improving safety in its operating procedure; a campaign to improve the work of staff and subcontractors	Industrial plant maintenance; steel	Various technical prevention measures, training	Companies
OSH e-learning for young medics and nurses (Czech Republic)	OSH programme for trainee nurses and doctors starting practical work at the teaching hospital; to meet legal requirements and to provide instruction in a comprehensive and appealing way	Healthcare	Workplace training; e-learning	Employer
Building roads safely (Latvia)	Implementation of integrated management system used as an opportunity to revise OSH practices, giving special attention to young workers	Road building	Technical OSH measures; work organisation; training	Company
Safety in cast iron production (France)	Reinforcing training in the workplace	Metallurgy	Safety procedures, instructions, training	Intermediaries with companies



Case (country)	Description	Sector/occupation	Type of intervention	By whom
Meat sector safety (Denmark)	Improving young worker safety at the individual level, group training and recommendations for the sector; special focus on knife injuries and musculoskeletal disorders (MSDs)	Food	Training, guidelines	Intermediaries
'Do you have a good idea?' Young workers prevent MSDs in the agricultural industry (Netherlands)	Learning about MSD risk prevention; students submit ideas for solutions to real workplace problems through a contest	Agriculture	Training	Intermediaries working with companies
ILO SOLVE programme — mainstreaming youth into the prevention of psychosocial problems, international	To assist in the development of policy and action to address psychosocial issues at the national and workplace level; includes a specific module for young workers	General	Training	Intermediary providing training in companies
Transferring knowledge from older to younger workers (Greece)	Mentoring	Cement	Mentoring	Company
Ageing project in bus company, Länsilinjat Oy (Finland)	Mentoring	Public bus transport	Mentoring	Company
Practical senior policy in Vattenfall (Sweden)	Mentoring	Public utilities	Mentoring	Company
Mentoring for demolition safety (Greece)	Mentoring	Demolition	Mentoring	Company
Mentoring programme in a combine harvester company (France)	Mentoring	Agricultural vehicle manufacture	Mentoring	Company
Mentoring and training toolmakers, TCG Unitech (Slovenia)	Mentoring	Metal product manufacturing	Mentoring	Company
'Tell me a story' — capturing miners' safety experiences on video, NIOSH (USA)	Mentoring	Mining	Mentoring	Intermediary
Video on European Social Fund-supported activity for older workers (France)	Mentoring	Various	Mentoring	Intermediary with companies



WORKPLACE LEVEL — INITIATIVES BY COMPANY/EMPLOYER

3.2.

3.2.1. SPAR Retail Academy joins Team4Kids — Apprentices help implement OSH in the retail sector, Austria

SPAR Österreichische Warenhandels AG

KEY POINTS

- Specific training on OSH forms an integral part of vocational training
- Young apprentices participate in the development of information material
- Young people learn from each other
- The Labour Inspectorate acts as partner
- Taking advantage of a national OSH campaign

Background

SPAR, a retail store chain in Austria and Hungary, has established its own academy for vocational training of its young apprentices. The academy wanted to improve how it dealt with OSH in its apprentice programme, and took the opportunity of participating in the Austrian OSH campaign Team4Kids, organised by the national Labour Inspectorate.

Scope

The aim was to develop materials and a programme about health and safety, specifically in retail, and on how to evaluate workplaces. The SPAR apprentices, the Labour Inspectorate in Vienna, a safety engineer and an occupational physician worked together to develop the material.

The first step in the programme consisted of a visit by labour inspectors to the stores to inform apprentices about safety and give them the experience of a safety inspection.

The second step was the practical implementation of what the apprentices had learned. The apprentices formed small groups and were asked to undertake inspections in several stores in the chain and to compile a report.

As the third step photos were included in the documentation; this was the basis for a booklet that was adapted for use in the vocational training of all SPAR apprentices in Austria and translated for use in Hungary.

Finally, the apprentices who were members of this inspection team are now teaching other apprentices about OSH and passing on their knowledge and experience gained within the project.



Results and evaluation

SPAR used the project to motivate young people to take note of OSH in their working environment and to improve their perception of risks at work. Young people have learned that they are part of the safety and health system at work and the management has learned that employee participation in management processes can increase motivation. They also recognised that the Labour Inspectorate and the preventive service are important partners in the prevention of accidents and occupational diseases in the retail sector.

Problems faced

Motivation and willingness to cooperate was high among all partners. Good support and resources were available through the Labour Inspectorate campaign, so the project did not encounter any great problems.

Success factors

- Active participation of young workers and use of actual work situations
- Treating young workers as responsible adults. The young people were taken seriously and given a high degree of responsibility. They learned about OSH by 'playing the role' of labour inspectors. They are now aware that the Labour Inspectorate is not their enemy and that they can contribute positively to the improvement of safety and health at work.
- Using more senior apprentices to help train the new ones
- The engagement and support of the SPAR management. This was crucial and is necessary for sustainability for the future.
- Taking advantage of an OSH campaign

Transferability

The basic principle of making young workers part of the process of finding OSH solutions can be transferred to every sector and every workplace.

Further information

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EU-OSHA Safe Start Summit, 2007, Workshop 3 Presentation 1

(<http://ew2006.osha.europa.eu/europeansummit/>)



3.2.2. Getting young workers interested in OSH — Jugend will sich-er-leben, Germany

DaimlerChrysler AG Werk Mannheim

KEY POINTS

- Apprentices find solutions for real safety and health problems in the workplace.
- Solutions are implemented by the company.
- OSH training incorporates learning about production design and business decision-making.

Background

DaimlerChrysler decided to take an innovative approach to teaching OSH to young workers. Instead of putting them through a passive learning experience, they decided to allow their young employees to work actively on safety and health solutions for the company.

Scope

To motivate young workers to take an active interest in safety and health issues they were given real problems to solve instead of pre-prepared material to study. Their task was to find practical solutions for practical OSH problems faced in the car production process. The brief was to work out a variety of solutions for each problem and test each solution in terms of cost, feasibility and acceptance. The results had to be presented to senior management and the accepted solutions implemented with the aid of experts. This enabled the apprentices to take an active part in production design and learn about decision-making processes.

Results and evaluation

DaimlerChrysler achieved a high degree of motivation among its younger employees to tackle safety and health issues. The company even saved money on outside consulting and produced solutions that were firmly embedded in its production structure and therefore more willingly accepted than an outside consultant's solution would have been. The young apprentices' first experience with OSH taught them that it is not just a theoretical matter but consists of real tasks in the real world.

The DaimlerChrysler project won the German Occupational Safety and Health award in the category 'Organisation and motivation'.

Problems faced

In the beginning there was some apprehension amongst the young people about tasks such as presenting the results in front of senior management.

Success factors

- The young people were taken seriously and given a high degree of independence and responsibility.
- No pre-prepared teaching materials were used; instead real world problems had to be solved.



- Suitable solutions were implemented, providing an added benefit for the company and meaning that the task was not just a ‘paper exercise’ for the young workers.
- Broader business management lessons were learnt, as problems had to be solved in the context of business feasibility and decision-making.

Transferability

The basic principle of integrating young workers into the process of finding OSH solutions can be transferred to every sector and every workplace.

Further information

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3.2.3. Company training for young drivers transporting dangerous goods, UK

Centrica plc

KEY POINTS

- Training young drivers of vehicles carrying dangerous substances how to operate safely
- Teaching basic risk assignment techniques

Background

Centrica, a leading British supplier of energy and related services, started a training programme for young drivers in its large fleet.

Aims and objectives

The training programme aims to familiarise the young workers with safe driving practices when driving the company vehicles, and particularly when carrying dangerous substances.

Scope

Driving assessment

On the first day of the trainees’ induction they attend a half-day session with Centrica Fleet. The session includes a driver road risk assessment in a British Gas van, on a one-to-one basis in the presence of a Fleet-approved driver trainer.

The one-to-one assessment takes a maximum of one hour and covers all road types, junctions, roundabouts, reversing, various road signs and markings plus any situations encountered during the assessment. Driving errors are pointed out to the trainee, who



is expected to correct these errors during the remainder of the assessment. In addition the driver's vehicle, eyesight and licence are checked prior to the assessment. On completion of the driver risk assessment the trainee is rated 'low', 'medium' or 'at risk'. If additional driver development is required a trainee will not be provided with a van at this stage. Training is delivered as soon as possible.

The one-to-one assessment is essential for trainees as they may have recently passed their driving test and have little experience of driving on the road. In addition the vans have restricted visibility as the rear doors are solid. Drivers must rely solely on their side mirrors and be aware of blind spots, so must use increased observation before setting off or changing direction.

Safety briefing

The next stage is a briefing that familiarises the trainee with the operation and correct use of the vehicle; this includes purchasing fuel, maintenance checks, service providers for tyres, glass, maintenance, repair, breakdown and vehicle collision. Drivers are also informed of the restrictions on the use of the vehicle based on insurance cover. Trainees are then given a road safety briefing by the road safety charity (NGO) BRAKE, which a number of Fleet staff have been trained to deliver to employees. The briefing covers the following topics.

- Belt Up: front and back and ensure children are correctly restrained
- Slow Up: abide by limits and only overtake if totally safe
- Wake Up: never drive tired and take breaks every two hours on long journeys
- Sober Up: 'just say no' to alcohol and drugs if driving
- Look Up: look out for people on bikes, horses and foot
- Wise Up: if it's night, bright, or bad weather, go slower
- Buck Up: calm yourself before driving if stressed, angry or excited
- Move Up: adjust head restraints so the top is no lower than the top of your head to help prevent whiplash
- Sharpen Up: wear glasses or lenses if you need them
- Shut Up: switch your phone to voicemail
- Back Up: from the vehicle in front: it's your braking space in a crisis
- Check Up: check brakes, tyre, lights, mirrors and windows.

DVD aimed at a young audience

The final session is a hard-hitting DVD documentary for young people on the consequences of dangerous driving, which includes shocking real-life stories and images of road crashes and crash victims.

Adaptation of methods to older workers

Centrica Fleet has adapted the current induction for adult recruits to cover the areas described above, with the exception of the one-to-one driver risk assessment. This is replaced by a paper-based driver risk assessment which takes into consideration a driver's experience, knowledge, attitude, behaviour and hazard perception. Papers are marked by the service provider and results plus best practice feedback are sent to the



individual's home address. All results are collated in a central database which is also used for online assessments for staff who drive as part of their normal duties.

Results and further development

In 2006 training was planned for 560 apprentices.

It is intended that trainees undertake the paper-based risk assessment as well as the one-to-one assessment during the first week of induction as a further road safety initiative.

Success factors

- Mixture of theory and practice
- Older drivers trained to deliver safety training
- Driver safety an integral part of induction training
- Partnership with a road safety NGO

Further information

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3.2.4. OSH training in an electrical apprenticeship programme, UK

Southern Electric Contracting (SEC)

KEY POINTS

- Initial safety training for young apprentices and trainees in electrical work
- Learning to do it right before starting the job
- Practical exercises in simulated work locations
- Senior management get the safety message across

Background

Southern Electric Contracting (SEC) has around 400 apprentices and trainees aged 16–21 at any one time, as well as a few in their early twenties who started their apprenticeships slightly later. They mostly undertake an electrical apprenticeship over four years or so, leading to a National Vocational Qualification (NVQ) level 3. In order to give them a good start in their working life, the company provides a full week of safety induction for all apprentices, usually a residential course at a university campus or conference centre.



Scope

The training week is designed not only to convey information but to influence behaviour by coaching apprentices to help them understand the rules and standards expected at work. There are classroom sessions as well as site-based and practical exercises, usually carried out in a simulated work environment where possible.

Basic work-related skills training includes:

- working at height;
- safe use of steps and ladders;
- basic scaffold awareness;
- safe use of hand tools;
- basic electrical safety including 'Test B4U Touch', a basic life saver for the electrical trades;
- asbestos awareness;
- accident causation, reporting and investigation;
- use and care of personal protective equipment;
- practical risk assessment and method statements;
- basics of health and safety law;
- manual lifting and handling;
- first aid to 'appointed person' standard.

Other 'soft' skills sessions include:

- customer care;
- human resources and personnel issues;
- job and project administration;
- time sheets and getting paid;
- employment terms and conditions;
- expected standards when attending college;
- skills required when meeting your manager.

The week is run by the training and safety teams supported by the artisans, supervisors and managers that the apprentices will be working with at their depots and workplaces. Methods include whole-group presentations in a lecture theatre and work in groups of less than 20. Each day is split into four 1.5-hour sessions. Simple 'homework' exercises have to be carried out. The programme also includes social activities such as various sports, quizzes, treasure hunts and films. The week is usually opened and closed by the senior board director speaking on the importance of the safety training.

There is a short test at the end of each session, and at the end of the week a longer test to assess overall learning. All apprentices take the recognised Institute of Occupational Safety and Health (IOSH) 'working safely' examination. The idea is to train the apprentice to contribute safely to work activities right from the start of their career.



Results and evaluation

After the course the apprentices are all fairly competent basic risk assessors; often they are given the job of on-site risk assessment in their workplaces, as they have the relevant information fresh in their minds. They are all equipped and trained in the correct use of personal protective equipment.

Between 1994 and 1996, before this training was introduced, around 30% of apprentices had to have a work-related injury treated in hospital. Since the introduction of the safety week, incidents involving apprentices are much rarer.

Success factors

- Training closely related to the job
- Practical work as close to real-life work situations as possible
- Involvement of supervisors in delivering the training
- Support and presence of senior management
- Established part of the apprenticeship training programme
- Incorporation of a nationally recognised safety exam

Further information

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WORKPLACE LEVEL — INITIATIVES BY INTERMEDIARIES

3.3.

3.3.1. Trade union OSH awareness and advisory campaign for young workers and students, Spain

CC.OO. Madrid

KEY POINTS

- Based on prior investigation
- Visits to companies with high OSH risks and/or many young workers
- Awareness workshops for students on social training programmes
- Cooperation with regional education authorities

Background

The highest rate of work accidents involving time off in the Madrid region in 2002 occurred among workers under 25, with 21.7 % of accidents in this age group. This rate was around twice that of workers aged 25–44. Although the difference in the rate is not as pronounced for serious accidents, young workers are arguably the most affected by work accidents/injuries.

Young workers are more exposed to occupational risks and work accidents due to, among other factors, the higher unemployment rates, job insecurity and poor working conditions experienced by this age group. The following risk factors are associated with job insecurity: temporary employment, high staff turnover, workers having less than a year on the job, lack of experience, poor/no training and information on occupational safety and health (OSH) and, last but not least, lack of awareness of occupational risks. Thus, the profile of a worker with the highest probability of being affected by work accidents/injuries is that of an unqualified young worker (average age 25), with a temporary job, with no OSH training, employed in a company with fewer than 50 workers in the service sector.

An in-depth study by the trade union CC.OO. Madrid showed the need for preventive activities that would involve all the social partners (government bodies, employers' organisations and major trade unions) in specific actions to protect young workers. The researchers developed a set of activities for young workers within the scope of Madrid's regional OSH programme.

Aims and objectives

The main goal of the campaign was to develop specific activities for young workers to achieve a long-term reduction of work accidents/injuries. As this target group is very distinctive and yet is not confined to any one particular sector it was felt that a specific campaign was needed for them.

The actions aimed not only to help solve current problems in various workplaces, but also to raise awareness of young workers and the importance of adopting preventive



habits from the very start of working life. The strategies to promote OSH and preventive culture among young workers in Madrid included:

- developing specific actions with young workers in those sectors with the most work accidents, including a preliminary scanning process to detect sectors and organisations with the highest number of young workers and to pinpoint specific OSH problems in companies, etc.;
- targeting young people who are finishing their professional training with special programmes, and making contact with educational centres and professional training schools to organise information and awareness activities adapted to the training programme;
- developing technical advisory and orientation tasks to enable young workers to solve specific problems.

Scope

The activities began in 2002 and are ongoing. CC.OO. Madrid developed a set of activities for young workers within the scope of the regional OSH programme (Madrid).

Workplace contact

By 2006 OSH technical advice, orientation and information had been disseminated through visits to 81 companies in various sectors. The information and advice is targeted at young workers in companies with the greatest occupational risks and the highest number of young workers.

The union's sectoral federations select companies employing a large number of young workers. The regional trade union's health and safety managers and experts make direct contact with safety representatives in the companies involved, in order to gain their support. The in-house information and awareness tasks are carried out by these safety representatives.

Visits are scheduled as soon as contact has been established with the company. A series of meetings with safety representatives, health and safety managers, supervisors and employers are held to inform them about the goals of the visits, collect information on the extent of implementation of OSH regulations and its effect on young workers, and obtain a deeper insight into the company concerned (contracts, work accidents, etc.).

The company premises are visited after the meetings have been held. Safety reps and supervisors accompany the visitors, and whenever possible meetings with workers take place during shift swaps and breaks. A technical advisory report has been developed for use as a support tool during these visits.

A survey may be carried out with young workers to find out what specific OSH issues are present and to find out about their experiences and perceptions of work accidents.

Workshops

Another key aspect of the project has been the OSH awareness workshops for professional trainees and youth in social training programmes. In total, 97 two-hour workshops have been organised with 1 500 trainees from these educational programmes.

Workshops include a general overview of the main OSH Act (31/1995) emphasising such aspects as:

- the dimension of the problem that affects young workers;
- the relationship between work and health;



- basic OSH concepts;
- workers' rights and employers' duties;
- framing OHS in the company: organisation and management, roles and players;
- workers' legal representation.

The second part of the workshop focuses more specifically on occupational risks and the preventive measures implemented to reduce them.

The workshop concludes with a participatory task, 'Find 37 hidden risks', in which the students are required to identify the hidden risks and dangers in a poster.

The goal of the training sessions is to familiarise participants with the OSH act and the situations they might face in the future. Training sessions covering theory and practice are divided into two parts and participants are encouraged to ask questions and debate the issues. Sessions last for two hours and a slide projector and a laptop are used to make presentations more interesting. Finally, information material developed by CC.OO. is handed out to participants as well as any other relevant information (legal documents, specific OSH provisions, etc).

Materials used to raise OSH awareness and give background information include:

- *Guide for young workers: You are entitled to a safe job, protect your health at work too*, an information guide that covers the different types of contract, employment agencies and OHS. Internet access is also available;
- posters entitled 'Find 37 hidden risks';
- current legislation.

Research — OSH perception of young workers

The trade union has carried out a qualitative study — 'OSH perception of young workers' — that seeks to set out an approach to the OSH problems of youth through their own perspectives, opinions and experience. The study aims to come up with appropriate measures to combat these OSH problems.

Results and evaluation

By 2006, 81 visits to different companies had been carried out. Around 500 workers had been contacted directly to obtain information. In total, 97 workshops had been held in institutes and secondary education centres, attended by around 1 500 students. In addition, the number of indirect beneficiaries (through the distribution of printed material, guides and posters) is significant but difficult to assess.

Problems faced

Difficulties found in the process can be classified according to the activity carried out. In the training and educational centres, the variations in students' ability to understand and assimilate the contents has posed a challenge. This was especially the case in social training programmes (for youth at risk of social exclusion), partly due to the great number of young immigrant workers.

Another problem faced is the difficulty in matching activities with the school calendar and carrying them out at appropriate times. There may also be difficulties arising from the lack of technical means for the presentations, such as computer equipment and projectors.



In workplaces, one of the biggest difficulties has been to obtain the cooperation of employers. The fact that the visits are organised by a trade union also caused certain issues. The trainers have sometimes found SMEs, in particular, difficult to access. In some cases workers have also refused to cooperate for fear of being dismissed, or through ignorance of their rights.

Success factors

- Support and partnership: The activities enjoyed official support from regional authorities and were coordinated with the regional education board, which made it easier to run them in professional training centres.
- The project was based on prior investigation and prioritisation. A comprehensive preliminary study of the situation by sector and company helped to identify the targets and enabled direct contact to be made with company managers before the activities took place.
- There was a focus on the real concerns and perceptions of young people.
- Sufficient resources: Steady financial support helps to establish a sequence: firstly raising awareness of the importance of training future workers, followed by information for newly hired young workers in organisations and direct advice for young workers.
- Back-up expert advisory service for young workers: The support of a technical advisory service in the regional CC.OO.'s health and safety department grants all workers access to help in case of doubts, problems, etc. This is one of the great advantages. One of the indicators of the efficiency of the project is the growing number of requests by young workers for advice and support on OHS.
- Active training methods: Trade union participatory training methods work well with young people.

Transferability

The project's design and concept are fully transferable but require sufficient OSH expertise and financial support in order to succeed.

Further information

CC.OO. Madrid

Website: <http://www.madrid.ccoo.es/>

Resources on young workers: http://www.sindicatojovenccoomadrid.org/component?option=com_docman/task,catalog_view/gid,15/Itemid,33/



3.3.2. Accident causation and preventive measures in a fast food chain, Italy

LHA, Florence Service of Occupational Safety and Health

KEY POINTS

- Investigation into accidents among young workers in a fast food business with a strict, standardised management system and organisation of work
- Interaction between environmental/technical aspects and organisational/human aspects in relation to: young age of the workers; motivation for that choice of job; types of employment contract; temporary nature of work; shifts, rotation of tasks and times of work; management and organisation of staff; supervision, and instruction and training
- Possibility of taking action on the organisational model, evaluating its limitations and introducing changes which influence relations between organisational and human aspects, in order to reduce accidents and improve the wellbeing of workers

Background

The fast food industry is one of the most rapidly expanding economic sectors. It is known for employing a significant proportion of teenage workers and having a high rate of accidents among them ⁽⁴¹⁾. In Italy the personnel working in this sector are young and tend to be employed on various types of contracts, which are nearly always temporary. This kind of employment is characterised by a fast pace of work and by flexibility in terms of shifts and tasks performed. It is also organised in such a way that, while it invites the workers to address their constructive criticism to the management, it has also been taken to account for the poor personal autonomy of the young workers. This implies that they have little direct participation in the management of their own activities, even those aspects directly related to their health and safety.

Aims and objectives

- To understand the factors which can contribute to accidents in the fast food industry, in a chain organisation whose branches follow a strict, standardised management system and organisation of work.
- To identify OSH risks, make proposals for change, and implement changes and activities in order to support those responsible for OSH in the organisation.

Scope

Three restaurants in a fast food chain were examined. All were located in Florence's historical centre. One of the branches is open 24 hours a day. The projects arose following statements by employees and reports of accidents. As a result, on-the-spot investigations were carried out and meetings held between company and workers' representatives and, drawing on data from the accident record book, accidents which had occurred in the previous three years were looked into.

More information was gathered from apprentice workers' medical examinations, and company and workers' representatives were asked about the characteristics of the job,

⁽⁴¹⁾ Kitti, J. et al., 'Adolescent occupational injuries in fast food restaurants: An examination of the problem from a national perspective', *Journal of Occupational and Environmental Medicine*, 41(12), December 1999.



organisational aspects and about the ways in which training was carried out. A questionnaire was prepared for the workers, eliciting information about their subjective perception of the organisational aspects of their job and their psychosocial work environment.

Findings — work accidents

The accident book showed that 119 accidents had occurred in the previous three years.

There were 45 contusion/sprain traumas (38 %), 25 slips and falls (21 %), 23 burns (19 %), 17 lesions by cutting (14 %), 7 accidents sustained on the journey to or from work (5 %), 1 lesion by irritation from chemical substance (1 %), and 1 assault (1 %).

Of the 70 accidents relating to contusion/sprains and those relating to falling, 48 involved women and 22 involved men.

In relation to the 17 lesions by cutting, 11 involved women and 6 men.

Of the 23 burns, 20 were located in the arm, 1 in the eye and 2 elsewhere. In terms of causes, 13 were the result of contact with scorching metal parts (plates, grills, etc.), 7 the result of contact with oil and 3 the result of contact with boiling-hot non-oily liquids (water and chocolate). Six of these accidents occurred at the fryers while cleaning, or by means of liquid spurts or through simple skin contact with the oil contained in the basins.

Slips, apart from being responsible for sprains and contusions, can lead to other consequences, such as contact with scalding metal parts leading to burns. In the premises examined, a lack of space is evident in almost all cases, with workstations sometimes situated in the aisles. This makes direct contact of a potentially harmful kind more likely.

Particular attention was paid to the occurrence of burns in the study. Prior to the study (so not forming part of the statistics) an employee had suffered a third-degree chemical burn to their foot, caused by the seepage of a degreasing agent. At the fryers, direct contact is easily made with boiling oil, which is located near the edge of rather wide basins where the metal baskets are placed with food for frying.

Risk evaluation, safety personnel and training

Each branch has documentation which follows a national standard recording the local evaluation of risks. There are people in charge of prevention as required by law. New staff undergo 48-hour training courses when they first join the company. Of this, 12 hours are devoted to safety at work, with close attention paid to rules, the principal risk factors, organisational aspects and measures for prevention and protection. The trainees take a quiz to check that they have understood. The managers also undergo courses on safety that are valid at national level.

Work contracts and tasks

The work contracts are of indeterminate period, mainly part-time (15, 18 and 24 hours a week), apprenticeship and work training. Turnover is high, however, as many of those employed are students or people waiting to start another job. The titles assigned are: crew, hostess, swing assistant, trainee manager, manager and director. The duties carried out by the crew are: working at the checkout and sales; working at the fryers; preparing bread-rolls; cleaning the premises and store management. The hostess function is to make the customers welcome and provide customer assistance. It should be noted that, except in the case of the store-keeper, there is no fixed job function but rather employees rotate through different workstations depending on the needs of the moment.



Pace of work

Many of the problems linked with the incidence of accidents are probably correlated with certain types of activity which are performed at high speed and particularly in restricted spaces.

The continual rotation of functions involves in all probability a lower awareness of and possibility of controlling the risks involved.

In certain situations employees' workstations are moved very frequently, for example, to avoid obstructing passageways and exits with trolleys or supplies.

Preventing slips

The restaurants have anti-slip floors, and advice has been provided recommending anti-slip shoes. Staff have been instructed to immediately wipe up any liquid spills (water or oils) and to keep the floors dry.

Dangerous substances

Following an accident involving corrosive substances, appropriate measures were taken, including substitution of the product.

The branches were advised that that all chemical substances be chosen and used in an appropriate way, above all those chemicals used for degreasing.

The branches had been instructed to train staff in the correct use of cooking equipment in order to avoid burns and to ensure that activities involving hot implements (grills, plates, etc.) are carried out with suitable utensils, using gloves, and following precise instructions (regarding the cooling times required before they may be cleaned).

Branches were asked to pay particular attention to fryers (for French fries or for chicken, fish and tarts): they should ensure that the maximum recommended levels of oil in the basins are not exceeded, that the oil is cooled before removal, that suitable gloves and foot protection are made available for the duration of all activities, that protective covers are used for all basins containing oil, and that deep-fat fryers are used.

Results and evaluation

The technical interventions proved effective in reducing the incidence of certain accidents; in fact there was a reduction in accidents resulting from slippages afterwards.

The study of organisational aspects suggests the possibility of changing the organisation of the company to further reduce the frequency of accidents and improve the wellbeing of workers. It was proposed to the company management that a questionnaire on organisational aspects be given to the workers to evaluate methods of changing the organisation to reduce accidents and improve the wellbeing of workers. Follow-up meetings were held involving management, workers' OSH representatives and preventive services to begin the data collection process.

Problems faced

It is challenging to take OSH action in a company with a rigid organisational system where there is a lack of direct participation of young workers with regard to either their work activities or OSH.



In point of fact, in interviews conducted with apprentices during the collection of the work-related case histories, certain workers found it difficult to express freely the problems which arose at work, including those relating to safety. These problems are directly connected with the necessity to work very fast, and with the existence of inflexible ways of working that impede human relations in both a horizontal and vertical direction. The assignment of duties has also been imposed rather than done on a cooperative basis. Possible additional breaks may be requested and then allowed, but there appears to be little autonomy in the management of work times and pace of work.

Success factors

- Proposals for change based on analyses of the real situation
- Prevention service works closely with employers in a supportive manner
- Inclusion of organisational factors and examination of management methods

Transferability

The proposed methodology for studying the risk factors, and the integration of the study of technical and organisational risk factors, could prove useful in carrying out accident-reduction programmes in work environments similar to those in this study.

Further information

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3.3.3. Preventing occupational stress in student nurses, Italy

Research Centre for Ergonomics (CRE), Tuscany

KEY POINTS

- An occupational stress prevention programme for young student nurses
- Based on enhancing social support activities, individual supervision and group management of problems
- Integrated into a programme for professional nursing training
- Student nurses already showing signs of stress or anxiety prior to starting work practice benefited the most
- Student perceptions of work conditions were also used to improve the psychosocial work environment

Background

There have been many changes in the Italian nursing profession in recent years, notably a shift away from work of a low professional profile (unqualified functions) towards work which entails specific responsibilities (increasingly qualified functions). As a consequence, specific regional training schools have been set up for nurses (such as the one in which this project was conducted), and a nursing degree course has also



been established. The new training programmes are very demanding, covering both theory and a significant amount of practical training in hospitals and clinics. Research on stress and burnout in young trainee nurses suggests that their perceived stress is very high. Despite extensive study of the nursing profession and occupational stress, there was no national programme aimed at preventing stress and burnout and there were research gaps concerning how stress impacts on the psychological wellbeing of young student nurses. In addition there was a lack of proven strategies to prevent stress and burnout in nurse training colleges, although the numbers of students attending them has been rising sharply in Italy.

Stresses on nurses include the emotional nature of their work and having to work shifts, and they may suffer 'burnout' where they lose their inclination to help the patient. There is also a high turnover rate of nurses and a sizable drop-out level has been associated with young trainee nurses. Educational/ training interventions are therefore an important part of helping prevent stress and burnout. Much attention has been paid to the students' initial experiences of working in a nursing environment and it is during this period that key attitudes are developed towards work, as well as the strategies available to deal with stress. In view of this, a programme for prevention of occupational stress was run during the first year of the student nurses' training when they have their first real experience of work in a hospital or clinic.

Aims and objectives

- To develop and implement a programme aimed at preventing occupational stress in nursing schools, based on enhancing social support activities, individual supervision and group management of problems
- To encourage individuals to work out effective strategies to deal with stress in the stress-inducing situations that nurses face on the job
- To reduce stress and burnout among nursing students

Scope

The programme was carried out among first-year students of the LHA 10D nursing school in Florence. The purpose of the programme was to analyse changes in psychological state (stress and anxiety) among two groups of student nurses, in relation to their expectations and their involvement with practical work at the beginning and end of the first semester of the first school year. During the training and first experience of working, these student nurses may be considered 'ideal' subjects for analysis, since they are required to complete an entire working semester taking part in group discussions under the supervision of a more experienced colleague.

The first step of the programme was to get the 128 first-year students to fill out a questionnaire to gain information on their background (parents, age, education, etc.). Subsequently further questionnaires were administered to enable analysis of certain psychological parameters — general and related to work, analysis of reaction to new situations and analysis of the level of psychological wellbeing. These questionnaires were filled out at the beginning and end of the six-month programme. The subjects were divided randomly into two groups: a test group (66) and a control group (62). The test group participated in group discussions on the issues in question and were individually supervised by a specialist, while the control group followed the traditional programme (scheduled by the school) without specific 'additional' psychological backup.

The stress prevention programme followed by the test group of student nurses focused on three points in particular:



- the psychological characteristics of the young student nurses, their motivation and expectations, as well as the difficulties of dealing with the particular demands of the nursing profession;
- the early days of training and of working in a hospital or clinic, paying particular attention to changes associated with normal cognitive processes and with lifestyle;
- the environmental and organisational contexts, with the aim of gathering information to help develop stress reduction strategies.

The results of psychological monitoring of the student nurses, the analysis of the indicators of psychological wellbeing, and the identification of subjective perceptions of working conditions were used to improve the student nurses' psychosocial working conditions.

The stress prevention programme lasted six months. During this period, the students in the test group attended individual meetings every two weeks with the supervisor who coordinated their group meetings. Twelve group discussions were arranged (two per month for six months), during which practical problems were dealt with and students described the most important experiences which they faced at work. The group coordinator and a specialist in managing group discussions were required to encourage students to tell the others about their most difficult experiences and the problems they confronted at work. These two officials were required to foster a sympathetic attitude. During the individual meetings (also two per month for six months) the supervisor, while avoiding direct interview techniques, was required to help students articulate their own doubts or uncertainties and to help them analyse any particularly difficult experiences at work.

While the students in the test group received individual supervision, took part in regular group meetings led by specialists, carried out normal working activities and had daily contact with the specialist nurse, the students from the control group engaged only in the last two activities (normal working activities and daily contact with the specialist nurse). These last two activities represent the traditional training programme provided by the school.

The supervisors were the key figures in the programme. They underwent a three-day training course in techniques for conducting group discussions. During the first meeting, which involved all students in the test group, the supervisors explained the purpose of the programme and how the group discussions would be organised. Specific files were made available for each meeting. All the students in the test group were invited to keep a written record of their experiences at work.

Results and evaluation

There was a clear improvement between the beginning and the end of the six-month test period for all the student nurses (whether they had followed the programme or not), i.e. there was a correlation between an increase in working experience and a fall in anxiety and better psychological health in both groups. However, those student nurses following the programme who had had the worst scores for stress and anxiety at the start of the programme showed the greatest improvement, thus seeming to have benefited most from the programme. Therefore the programme for prevention of stress in student nurses appears to have impacted directly on those subjects who had most need of it in the first place.



The data support the hypothesis that the programme for preventing occupational stress in young student nurses was particularly effective in those subjects who were more at risk (those who at the beginning showed themselves to be more unstable psychologically), and who therefore needed it most. Furthermore it was shown that a programme of intensive intervention (test group) improved general psychological health scores. Consequently the programme of intensive intervention (test group) adds value when compared with the traditional programme (control group).

Success factors

Social support activities such as group discussions and the importance of personal supervision have proven to be effective in the prevention of stress and burnout.

The programme for preventing occupational stress was focused on three fundamental areas, namely:

- the psychological characteristics of the young student nurses and also their motivations and expectations, as well as the specific demands of the nursing profession;
- the first days of training and work in hospital or clinic, paying particular attention to the changes linked with normal cognitive processes and with lifestyles;
- the environmental and organisational contexts, in order to gather information to develop strategies aimed at reducing stress.

Student perceptions of work conditions were also used to improve psychosocial work conditions. Change in the curriculum for student nurses was used as an opportunity to introduce the programme.

Transferability

This programme is transferable as a strategy for preventing stress and burnout in nursing colleges.

Further information

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3.3.4. Professional card for the construction sector — A recognition scheme, Spain

Fundación Laboral de la Construcción (Labour Foundation for the Construction Industry)

KEY POINTS

- Training and accreditation scheme
- Recognises previous training and work experience
- Centres for practical training
- Mobile classroom for worksites

Background

The Fundación Laboral de la Construcción (Labour Foundation for the Construction Industry) is a national, non-profit bipartite organisation of employers' confederations and trade unions. Its funding consists of financial contributions and public subsidies. Its overall aims are the promotion of occupational training, safety and health at work, and employment and craftsmanship.

The foundation's health and safety training covers three areas: workers starting in the sector; workers with experience, including supervisors, managers, safety technicians and site coordinators; and enterprises. OSH is also integrated into other training courses. For workers starting in the sector there is a permanent 'classroom' or *aula* for initial training. Training material is adapted to the participants' knowledge and native language. Standardised training materials are also provided for trainers in companies, together with a didactic guide and a training DVD.

Training is supported through a website (www.lineaprevencion.com) and e-learning (www.campusfundacion.org). A mobile classroom is also used to bring the training to worksites.

Practical training is provided. In addition to 40 training centres, the foundation has 19 centres for prevention practices.

It decided to introduce a training recognition scheme for the sector to promote the take up of training and to promote standards and consistency in training.

Aims and objectives

- To develop a certification system for prevention issues for the whole sector: the *Trajeta Profesional de la Construcción* (TPC) (professional card for construction)

Scope

Previous study

This phase consisted of: standardisation of the initial OSH training; creation of a system of validation of OSH training; and analysis of the development of the existing professional certificate.

Targets

Two targets were set, these being:

- to place the TPC as the reference card within the construction sector, linked to the OSH training;
- in the medium term, to reach at least 75 % of the workforce.



Coverage

The card documentation system is used to validate workers' OSH training, professional ranking and work experience. It also provides access to the foundation's services.

Design

A plastic card with magnetic band is used.

Promotion of the TPC

The card is promoted in a number of ways, including via: the foundation's centres and sites; the training centres of the Building Work Foundation (Fundación Laboral de la Construcción); industry associations and trade unions; and the foundation webpage and a free telephone information line. Promotion takes the form of raising awareness and motivating workers to use the card scheme, telling them how to obtain the card and answering queries.

Application and registration process

Applications can be processed at the foundation's sites and training centres and through industry associations and trade unions. The procedure consists of reception, recording, filing and sending for validation to foundation sites. The registration system allows employers to check that job applicants and staff of subcontractors have the TPC.

Results and evaluation

The TPC has now been underpinned by a national collective agreement for the construction sector (IV Convenio Colectivo General del Sector de la Construcción 2007–11), making it compulsory for workers in all companies covered by the agreement to have the card by 2012.

Problems faced

Promoting OSH in the construction sector is still a tough task, so constant efforts are necessary.

Success factors

- Systematic approach to development and provision and attention to promotion
- Card system recognises experience as well as training
- The card system provides more than just recognition, giving access to additional services
- Involvement of partners — the scheme is promoted by trade unions and industry associations
- Access to information and registration has been made widely available
- The foundation offers a broad range of training and methods both within companies and outside. Offsite training includes the opportunity for practical experience at the 19 centres for prevention practices
- OSH is integrated into employment and craftsmanship training
- Training for companies is backed up by online technical OSH services
- Many 'passport' systems only recognise a specific training programme. The TPC includes accreditation of training already undertaken and experience.



Transferability

The scheme is easily transferable. Similar schemes already exist.

Further information

Website: <http://www.trabajoenconstruccion.com/>

3.3.5. Combating child labour — Lessons from a labour inspection experience, Turkey

KEY POINTS

- Part of a larger, global programme
- A holistic approach, extending the system of monitoring by adding referral and follow-up services
- Labour inspectors cover both prevention of child labour and workplace improvements
- Both employers and families targeted

Background

The aim of the ILO's International Programme on the Elimination of Child Labour (IPEC) is to work towards the progressive elimination of child labour by strengthening national capacities to address child labour problems, and by creating a worldwide movement to combat it. Since it began operations in 1992, IPEC has worked to achieve this in several ways — including through country-based programmes which promote policy reform, build institutional capacity and put in place concrete measures to end child labour, and through awareness raising and mobilisation intended to change social attitudes and promote ratification and effective implementation of ILO child labour conventions.

Two important initiatives undertaken by IPEC since 2000–01 reflect the focus on comprehensive, integrated action. These are the development of time-bound programmes (TBPs) for the elimination of the worst forms of child labour and the networking initiative, which covers development policy (DPNet) and hazardous child labour (HCLNet). IPEC's strategy of building institutional capacity to help ensure that assistance is cost-effective and sustainable also fits into this strategy.

The ILO believes that working on elimination of child labour should be a routine part of the work of labour inspectorates around the world. For inspectors, this means helping tackle the problem of 126 million children engaged in dangerous work. However, labour inspectors often face enormous practical difficulties in carrying out this essential element of their mandate. In an effort to improve the situation, the ILO offers policy support for labour inspectorates and support for training of labour inspectors on how to tackle child labour.

Aims and objectives

- To develop labour inspector knowledge and skills regarding the elimination of child labour
- To introduce a system of monitoring of child labour



Scope

In Turkey, IPEC has run a series of child labour elimination action programmes with the Ministry of Labour and Social Security.

One project has been with the Turkish Labour Inspectorate. Training was provided for labour inspectors on child labour on: (i) occupational safety and health risk assessment and health outcomes regarding children; and (ii) communication skills to enable inspectors to discuss with children, employers, supervisors and families participatory methods to improve the working conditions of children, as well as alternatives to hazardous work.

The project also established a credible and comprehensive child labour monitoring and reporting mechanism and developed computer software to keep records on the extent and nature of child labour and school attendance.

The labour inspectors adopted a holistic approach, thereby extending the system of monitoring by adding referral and follow-up services. Through collaboration with other institutions, under-age working children have been placed in primary schools while the older ones were referred to vocational training centres and non-formal education programmes, including literacy courses. Families of children have also been followed and offered assistance through counselling, vocational and skills training and income generating activities.

Over a two-year period during 2005–06, more than 4 000 children and youth in three targeted Turkish provinces have been withdrawn or prevented from entering the worst forms of child labour as a result of a labour inspection project.

The training has also resulted in enterprise-level improvements in building ventilation systems, electrical installation systems and storage systems, lowering of dust levels in workplaces, and provision of medical check-ups for child labourers.

A second programme, 'Analysing the effect of chemicals on working children', has: (i) measured levels of harmful chemicals, particularly hexane and heptane, in adhesives used in the footwear/leather industry, and monitored health outcomes; and (ii) introduced workplace risk prevention and reduction measures by training employers and children to deal with the hazards and risks, and to treat children who are affected by the chemicals.

As a result of this awareness building, some families withdrew their children from their jobs. In addition, the programme led employers to begin improving working conditions in their enterprises.

One example of how the Labour Inspectorate project worked in practice is the following.

Ahmet, aged 16, worked in the furniture industry in İzmir where his family had moved 10 years previously. His father, a casual worker, rarely had work, and was unemployed for most of the year. His mother did some occasional cleaning work in other households but spent most of the time with her family of seven.

On a daily basis Ahmet handled hazardous chemicals and dangerous machinery, surrounded by noise and dust exceeding prescribed levels. He ignored his own coughing and health concerns until an official visited his workplace and asked him a few questions.

Afterwards, this official had a long talk with Ahmet's employer. He happened to be one of the labour inspectors inspecting workplaces within the framework of the IPEC action



programme to eliminate the worst forms of child labour in the furniture industry in the provinces of Ankara, Bursa and Izmir, implemented by the Turkish Labour Inspection Board (LIB).

After convincing the employer and his family of the need to do so, Ahmet was first directed to a social support centre (SSC) established by the action programme. When Ahmet registered with the SSC, he was given a complete medical screening and was diagnosed as having the beginnings of pneumonia. Ahmet received medical treatment and went to an institution that enabled him to complete his unfinished primary school education.

His working hours were rescheduled to allow him to continue with school. Ahmet graduated in a record time of one year, enabling him to register with a training centre for an apprenticeship leading to a proper professional career in the furniture industry. Furthermore, two sisters and one brother of Ahmet were subsequently closely monitored by the SSC and started to attend primary school.

As the inspection had not only revealed child labour but also violation of workplace regulations, the Labour Inspectorate also discussed workplace improvements with the employer. As a result, a new ventilation system was installed.

Results and transferability

IPEC partners in south-eastern Europe and central Asia are seeking ways of sharing what they learned more widely. Following the success of the project in Turkey, IPEC and the ILO's international training centre in Turin, Italy, organised a workshop on labour inspection policies and child labour in Istanbul at the beginning of November 2006. IPEC partners in Albania, Azerbaijan, Bulgaria, Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Moldova, Romania, Tajikistan, Turkey, Ukraine and Uzbekistan participated in the workshop. The meeting allowed a fruitful exchange of experiences between the countries while learning from the Turkish labour inspection experience. It also contributed to the establishment of a regional network in combating child labour.

Further information

International Programme on the Elimination of Child Labour (IPEC), ILO

E-mail: ipec@ilo.org

Website: <http://www.ilo.org/ipec/>

Combating child labour, a handbook for labour inspectors (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=2619>)

Good practices in combating child labour: the case of Brazil, Tanzania and Turkey
http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipec/documents/event/wcms_070875.pdf

Hurst, P., Hazardous child labour — An issue for Europe, Magazine 9 — *Safe Start*, EU-OSHA, Office for Official Publications of the European Communities, Luxembourg, 2006 (<http://osha.europa.eu/publications/magazine/9?language=en>)



3.3.6. Educating teenagers in workplace hazards, Denmark, Greece and Spain

LO Århus

COEPA

Technological Educational Institute of Piraeus

KEY POINTS

- Transnational project that developed educational models for local use in the prevention of accidents
- Building cooperation with schools and the local labour market
- Tested in local pilots
- Learning from the situation in different countries

Background

Many students aged 15–18 work in their spare time. Most of them are employed in SMEs and research shows that a disproportionate number of them are involved in accidents. This is especially the case in agriculture, restaurants, building and construction and in supermarkets, where a lot of young people are employed. Many of them are school leavers but an increasing number are still in full-time education and are therefore even less familiar with the working environment and the hazards to health and safety that it can present.

Aims and objectives

This project set out to exchange best practice and to develop education in health and safety issues for the young workforce in cooperation with schools and workplaces, with a view to reducing the number of accidents in SMEs involving young people. The aim was to develop programmes for local use that could nevertheless cross borders and be used in other European countries.

Scope

This transnational project was about educating young people in issues relating to occupational safety and health, cooperating across borders and learning from the differing situations in each of the three partner countries. The target groups were teenage school pupils and young workers. The project set out to build cooperation between local schools/education authorities, SMEs and the local labour market organisations. Educational models were developed and tested in local pilots, with the aim of reducing the number of accidents involving young workers.

After an initial transnational planning meeting of the partners, local meetings were held in the three participating countries, ensuring that the project was well grounded in local realities and in differing cultures, traditions and regulations. A further transnational meeting drew together the conclusions of the earlier discussions, agreed on the development of local pilots and led to press conferences held by the partners at a local level. The fourth phase piloted education programmes in local schools in cooperation with small enterprises in agriculture, restaurants, building and construction and supermarkets.



In Alicante, the employers' association COEPA worked with a local municipality, targeting job seekers aged 16–21 and focusing on education in occupational safety and health and on work experience. In Patras, the Technological Educational Institute of Piraeus worked with the technical high school on a combination of work and OSH education, targeting young workers aged 15–18.

The union LO Århus of Denmark worked with two local municipalities, a supermarket, an agricultural company and an educational NGO, on a combination of OSH education and its practical application in the workplace. The target group were young workers including students aged 14–16 years at two schools. The local partners worked to strengthen cooperation between teachers, managers and OSH organisations through OSH courses in local schools.

A website was produced, as well as a 'how to' leaflet with contact details of the partners, in Spanish, Danish, Greek and English. The leaflet stressed:

- the importance of learning about OSH before young people enter the labour market;
- that education on safety and health should take place in the context of the workplace through cooperation between companies, schools, municipalities and labour organisations;
- that the young people themselves should be at the centre of education in safety and health at work;
- that young people should regard it as an important and useful part of their education in school;
- that education on safety and health at work should be a part of the school curriculum;
- that learning on safety and health at work should have the active and practical support of parents at home.

Results

A final seminar entitled 'The first step', in Århus, presented the conclusions of the local pilots: that young people were strongly motivated to take an interest in OSH topics; that it was important to discuss and reflect on the issues, not merely to learn about them; that the link between education and job roles was crucial; that visiting companies and having actual work experience of health and safety issues was highly motivating; and that the young participants in these pilots were subsequently much more capable of detecting major risks at work.

Success factors

- Partnership and transnational exchange of experiences
- Building links between schools and businesses
- Focusing on local needs
- Methodical approach, including running 'pilots'
- Resources to back up the initiative — website and leaflet



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3.3.7. Synergie project, France**CRAM Alsace–Moselle****KEY POINTS**

- An action training approach in occupational risk management for students and apprentices
- Partnership between schools, companies and the prevention sector
- Trainees provided with tools and methods that will be useful in their job
- Using work placements to develop real OSH skills
- Results from apprentices' OSH projects fed back to employers, which provides OSH benefits to employers offering placements
- Confidentiality of observations

Background

This initiative is based on various observations.

- Young people often suffer occupational injury at the start of their working life. For example, in France employees under 25 have 2.5 times more accidents than their elders.
- Training in occupational risk prevention, when it is included in job training, is highly theoretical and often remote from real-world constraints and actual conditions within the company.
- The occupational risk prevention department of the Regional Health Insurance Fund (CRAM) does not have the means to inspect and advise many small companies with high accident rates.

The Synergie approach is part of the partnership between the Prevention Institution of the Social Security System and the Ministry of Education for Training in Occupational Risk Prevention (EPRP), which aims at making risk management a full component of job qualification. Those undergoing vocational baccalaureate certificates undergo periods of training in real workplaces. The Synergie approach involves students or apprentices in carrying out risk assessments in the organisations where they do this work.



In 1995, the regional health insurance fund (CRAM) of Alsace–Moselle⁽⁴²⁾ chose to pilot this idea in the secondary wood processing sector, in partnership with the Strasbourg local education authority and the Alsace Confederation for the Wood Industry.

In 1997, the project was tested in 16 Alsatian joiners' shops by students for the vocational training baccalaureate in wood/construction/building fittings at Gustave Eiffel de Cernay high school.

Aims and objectives

The objectives of Synergie are:

- to help the students or apprentices develop the ability to analyse occupational risks during their period of in-house training;
- to help the company managers meet their legal obligations regarding OSH risk assessment.

Scope

Synergie is an action training project in occupational risk management based on observation and analysis of real-life situations in a company that is integrated into vocational courses.

The approach

During their work experience, and after consultation with their course supervisors, the students or apprentices carry out observation and analysis of the risks inherent in an activity, a workstation, an area of the factory, a complete workshop or a construction site using the OSH risk assessment approach and tools previously explained to them. They are required to make observations and propose improvements and solutions to the problems identified by them.

The teacher in charge of supervising the students or apprentices liaises with the workplace supervisor to ensure they are familiar with the Synergie approach. The students and apprentices do their work in close consultation with their course or apprenticeship supervisors.

They must produce an activity report, placing the project in its context, describing the various stages of the analysis, formulating observations and reflections, and where applicable outlining proposals. This work is evaluated by the teacher and the tutor or the apprenticeship supervisor. It receives an evaluation score that is taken into account in awarding the diploma.

The tools

The tools used by the students or apprentices have been worked out and validated by the three partners who created the Synergie method. Using a simple form and language, the resources provide young people with information about risks and instructions about preventive measures. The resources include a questionnaire to guide the young people in their task of observing the real-life situation in the company. The package has been designed to allow for updating and adaptations.

The tools consist of a dossier that is forwarded to:

⁽⁴²⁾ <http://www.cram-alsace-moselle.fr/>



- the teachers, who thus have a teaching aid to help students develop their ability to observe and analyse risks during their work-based training;
- the students and apprentices, to assist and guide them in their task of observation and analysis;
- the management of the workplace concerned, which may find the dossier helpful in gaining an overall view of safety and risk management in their organisation.

The file contains thematic data sheets concerning the most common risks in the various jobs in the sector in question. Each data sheet comprises:

- a documentary section providing useful information concerning these risks and providing a few examples of preventive measures that could be implemented;
- a questionnaire section designed to establish a risk diagnosis.

The students must complete at least three questionnaire sheets, including the sheet on general organisation, to be incorporated in their course report.

This assignment involves:

- identifying and assessing the risks present in the documented areas using the selected thematic data sheets;
- filling in the summary table of observations with any comments based on discussion;
- proposing to the company manager realistic and appropriate solutions to improve safety.

Synergie does not replace the risk assessment responsibilities of the workplace management, though it is obvious that the work performed by the student within this framework can contribute to the organisation's prevention process. The complete file containing the thematic data sheets with the questionnaires is submitted to the organisation's company manager on completion of the course. The company is the sole custodian of the file, which must not be communicated to third parties other than those mentioned above.

The approach is largely based on good advance preparation of students by their teachers. Therefore the teachers must have a good knowledge of the approach, the way in which it is implemented, principles to be complied with, and tools, etc. On a more general level, the teachers must be familiar with basic safety and occupational risk prevention. For this reason they should undergo risk prevention training supplemented by specific Synergie training.

Results and evaluation

In 1998/99, with the support of the European Commission and French national research and safety institute INRS ⁽⁴³⁾, the Synergie Bois programme was extended to 18 establishments in eastern France representing around 250 students and as many workplaces. The Commission accordingly provided financial support for implementation of the pilot project in eastern France, in the Alsace, Lorraine and Franche-Comté regions. Since then, other French regions have adopted the system. The approach is currently being extended to other branches of activity. At present, Synergie is implemented in the construction, automotive repairs, metalworking and woodworking sectors. It will shortly be operational for the printing industry and the plastics industry.

⁽⁴³⁾ <http://www.inrs.fr/>



The students show an active interest in the programme and there is a demand from industry to be included.

Success factors

- Partnership
- Development of OSH skills in real workplaces
- Close relationship between student and supervisor, and teacher and workplace
- Advance preparation of students by their teachers
- Training for teachers in OSH and the programme
- Feeding back the results to the employer, which is motivating for the student and the company
- OSH forms an integral part of the training and awarding of the final diploma

Transferability

This initiative has already been transferred to other regions and other sectors of activity such as construction, automotive repair and metalworking. Trade associations and the education department have also enquired about its use in their activities.

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VOCATIONAL TRAINING LEVEL — INITIATIVES BY INTERMEDIARIES

3.4.

3.4.1. Risk perception among young construction workers and virtual reality training techniques, Italy

University of Siena

KEY POINTS

- Creation of a prototype information system for the training of young construction workers, based on the integration of desktop style virtual reality techniques with other media such as images, sounds and multimedia films
- Virtual reality training which is based on typical construction work scenarios and work procedures and typical risky situations
- Active and interactive learning method
- Focus on skills development to recognise hazards and prevention measures
- Appraisal of how young construction workers perceive risk
- Identification of innovative techniques and tools to support training of young workers about risk

Background

A high proportion of young workers are employed in construction. The sector is characterised by SMEs, high mobility and turnover of workers and low educational levels among them. Falls from a height are a common cause of injury, with unsafe scaffolding often implicated. To improve safety levels in the construction industry it is necessary firstly to put in place the protective measures required by law to prevent risks, and secondly to instruct and train workers about OSH properly from the very beginning.

To achieve the second objective training tools must be created which: attract the attention of young workers and encourage active participation; present information in a logical and immediate way; allow them to think about and find solutions to problems by themselves; allow them to visualise the risks, safety management and action plans; encourage the development of analytical problem-solving abilities; and facilitate the search for new knowledge and solutions.

Various studies have proved that virtual reality can be an effective tool for training and acquiring knowledge of a motor-perceptive nature. For this reason it was believed that it could be used effectively to train young construction workers in the area of risk. Virtual reality, which gives the young workers direct experience of the phenomena represented, may increase their perception of risk in two ways.

- For risks deriving from external events, the virtual reconstruction of certain working environments portraying dangerous situations that are easy to identify should help people recognise more easily dangerous situations which occur in reality.



- For risks deriving from the people's incorrect ways of doing things, training in the virtual environment which involves the repetition of procedures in conformity with safety rules should result in them developing correct ways of working.

Aims and objectives

The action aimed to evaluate and analyse the perception of workplace risk among young construction workers. Based on the results of the analysis, the objective was to create and validate (ergonomically) virtual reality software aimed at preventing accidents, especially falls from a height.

Scope

A study was carried out to find out the best ways to influence workers' attitudes towards risk and to promote appropriate behaviour. A questionnaire was given to 20 construction workers employed to work on scaffolding. The questionnaire was divided into four sections.

- The first section gathered general data (age, education, working seniority, etc.).
- The second section asked for information on the workers' perception of risk relating to a series of risk situations or risk behaviours, and how the workers come to acquire the correct mode of behaviour and apply it in their normal work routine.
- The questions in the third section used seven-point scales to gauge the opinion of subjects on factors that can contribute to accidents — such as level of experience, fatigue, disregarding the safety rules and use of poor-quality or defective materials.
- The last section was for those workers who had previously stated that they had either suffered an accident at work or witnessed one. They were asked to provide information about the accident, its severity and possible causes.

The results of this study led to the identification of scenarios from which software for the training programme was subsequently developed. The results of the questionnaires indicated that safety information and training was crucial; in fact, whether or not the worker used personal protection equipment and observed correct safety behaviour was influenced far more by the safety instruction received (in particular on-the-job instruction) than by the existence of legal obligations.

The study produced a prototype of an information system for the training of young construction workers. This comprises a desktop-style virtual reality system integrated with other media such as images, sounds and multimedia films. The virtual reality system reproduces a construction site where workers are repairing the façade of a building.

In the virtual environment, a 3D representation of an apartment block was recreated, with scaffolding on two sides. A scaffolding composed of simple piping that has no prefabricated parts was chosen. It was set up on two floors and was made up of various parts: planking which made up the levels to walk on, piping, connecting joints, guardrails, stairs, etc. The young workers have to solve a number of different problems relating to different parts of the scaffolding within this virtual reality environment, corresponding to different problems implemented in the project phase. In relation to such components as the planking, guardrails and joints, the young workers are asked for their technical knowledge of the materials used and of the procedures to follow in order to judge whether they are complete and sound.



The program enables participants to see what would happen if they used the components in the wrong way (joints assembled wrongly, plank floors of material that is inferior, broken or unsuited to the load which they must bear) or worked on a scaffolding that had some components missing (scaffolding without guardrails or missing some plank flooring). The three-dimensional environment where components may be missing or badly installed gives the subjects the task of recognising and correcting mistakes they encounter during their investigation of the scaffolding. The errors are randomly generated for each session. The system also lets the user perform certain actions (dismantling a guardrail, putting on personal protection equipment before mounting a scaffolding, etc.). If these are not properly carried out, the user is shown a film or image of the correct approach.

Problems faced

Users typically have a low level of education and little experience of using a computer, and consequently have no experience of computer-aided learning.

Success factors

- The program gets as close as possible to real construction work hazards by simulating high-risk situations.
- Teaching is based on skills development in terms of how to do things safely.
- Training is given in perception and prevention of risk; in this case it is a question of giving instruction and practice to the worker in the use of cognitive resources, with particular reference to the level of their ability to pay attention.
- The virtual reality system is more interesting than traditional teaching methods, and therefore more motivating for trainees.

Transferability

This study indicates that the technique of virtual reality could be used in training programmes for other areas of work besides the building trade.

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3.4.2. Beating back problems at an early age, Germany

Berufsbildungs- und Technologiezentrum

KEY POINTS

- Young scaffolders learn how to avoid back problems as soon as they start their apprenticeship
- Teaching is tailored to the reality of scaffolding work
- Global approach — covers prevention of manual handling risks, safe lifting and back care

Background

Lifting and carrying weights of more than 25 kg and working overhead and in bad postures leads to back problems in more than half of all scaffolders as early as 20 to 25 years of age.

The training and technology centre of the Rhein-Main trade association BTZ developed a preventive approach to tackling the problem of back injuries in young workers. Through the use of innovative media, apprentice scaffolders learn about health risks and how to spot and avoid them at their workplaces, often carrying their knowledge into the companies they work for.

Scope

Although there are clear guidelines about how to prevent occupational health risks, they are often not properly implemented in the workplace, especially in the construction industry. This project therefore aims to integrate those guidelines into vocational training at the earliest possible opportunity. The programme contains sector-specific training on care of the back, showing the possible dangers of incorrect lifting and postures as well as presenting good practice examples of how to avoid dangerous working methods. The theoretical knowledge is followed by practical exercises in lifting and carrying loads. Visual media including video support the process.

The course follows a holistic approach, covering areas like personal protective equipment, healthy nutrition, the importance of exercise and other health issues. Learning about possible solutions at the company level is also part of the programme. The aim is not only to help the young workers stay healthy, but to enable them to carry the message into their workplaces.

Results and evaluation

Young scaffolders who undergo the training programme are more aware of the health risks of their profession. Long-term expectations are that they will be able to communicate their knowledge to their older colleagues and therefore help to reduce the risks for all.

Success factors

- Tailoring the training to construction work
- The use of media and the combination of theoretical and practical work
- Holistic approach that covers prevention at source, safe lifting and health promotion



Transferability

This approach of teaching young workers as early as possible about the health risks of their chosen occupation is easily transferable to other sectors.

Further information

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3.4.3. From school to work — A stress-free transition, Finland**Finnish Institute of Occupational Health (FIOH)****KEY POINTS**

- Group counselling model to enhance young people's career management for use at the upper secondary vocational college level
- Increased the rate and quality of employment and prevented psychological distress and symptoms of depression among young people

Background

The transition for young people from school to work can be stressful. Finland has high levels of educational achievement, but young people may subsequently start work on temporary contracts in jobs below their level of qualifications or find that they are unemployed.

Employment difficulties have a particularly negative effect on the mental health of those young people who see work as a central part of their life. The success of the transition from school to work may also be linked to other aspects of a young person's transition to adult life, such as leaving home, achieving financial independence, and preparing for a relationship or family life. Nowadays many young people have to face the challenges of career choice, education, and reintegration into work life more than once in their lifetime due to the increasing pace of change in the workplace.

The Finnish Institute of Occupational Health (FIOH) has developed a group counselling model, 'From school to work', to help young people make the transition from vocational training to work. The model enhances career preparedness on the part of the worker, including career planning and job search skills, the ability to adapt to new tasks and organisations, and lifelong learning skills.



Aims and objectives

The 'From school to work' group training model aims to improve the employment preparedness of graduates of vocational schools. The model does this by supporting self-confidence, and giving the students the skills for effective career management and overcoming setbacks in seeking employment and in working life.

Scope

FIOH developed the 'From school to work' method for vocational schools in cooperation with the Pori College of the Service Sector and Pori employment offices. The model is based on the Michigan Prevention Research Center's preventative group activity model, which helped unemployed job seekers increase their career preparedness. The model was applied in Finland at a critical transition stage among young people, to prepare them for employment through active learning and social support techniques.

The effectiveness of this model was studied at five vocational schools in Western Finland in a randomly assigned field experimental study. The group of 416 graduates aged 17–25 took part in a five-day session that focused on training in job-search skills, social skills and finding initial support in the new job. After a baseline questionnaire had been administered, the young people were randomised into the experimental group that participated in the preventive activities, and a control group that was assigned homework on looking for and making a success of a job. The effectiveness of the method was monitored by follow-ups after the intervention and 10 months after the baseline.

The group training included the following guidance materials:

- 'From school to work' instructors' manual (Koulutuksesta työhön-ohjaajan käsikirja) on the training method;
- 'From school to work' workbook (Koulutuksesta työhön-työkirja), which includes individual and group exercises that will be carried out during the programme and practical advice on finding and applying for jobs;
- 'From school to work' video (Koulutuksesta työhön, video), introducing the content of the programme and explaining how to use the method.

Results and evaluation

The results of the intervention study confirmed the effectiveness of the 'From school to work' method. Participation in the group activities significantly increased employment preparedness of the students. After the 10-month follow-up period, the participants in the group counselling were more frequently employed and had better-quality employment, as well as more work/life related goals than the control group. Among those study participants who were at risk of mental disorders at the baseline measurement, those who participated in the group activities had significantly fewer symptoms of depression and psychological distress than the controls.

Problems faced

During the implementation of the programme, there were two critical issues.

1. Fitting the training into the timetable: Vocational schools may feel that intensive courses do not fit well into their curriculum. This problem is often easily overcome,



however. In Finland, for example, vocational schools have special periods when the students visit the workplace and training can be carried out there.

2. Training for trainers: The trainers need training in using the method. In the study, the trainers from the local employment office had previous experience of the principles used in the training. They had applied the same principles in groups for the unemployed. If the trainers from the employment offices did not have this earlier experience, other arrangements might need to be made. For example, training could be carried out by two teachers instead, or the outside trainers might conduct group activities on selected days only.

Success factors

1. There are seven success factors in the 'From school to work' model.
2. Employment preparedness is encouraged and taught in a safe and supportive environment.
3. The knowledge and employment preparedness of the participants are used as teaching tools that promote active learning.
4. Well-prepared trainers can provide an active and supportive learning environment.
5. The supportive environment created by the trainers models and strengthens the use of social support in the groups.
6. The participants are guided in problem-solving processes that enable them to anticipate possible setbacks and create survival techniques to cope with them.
7. The cooperation of the education and employment authorities in the training increases the authority of the trainers in the eyes of the young people.

Intensive courses create a more supportive learning environment than sessions held just once a week. In addition, with a weekly group it is harder for both the participants and the trainers to link earlier insights to new contexts.

Transferability

Those who are planning to start training groups are advised to undergo instructor training to gain an in-depth understanding of the training methods, aims of the exercises and structure of the intensive course programme. It is also useful to build up a local counsellor network in order to ensure the quality of instruction and the solution of possible problems. It is also essential that the intensive course is taken into account when planning the school timetable.

Trainer guidelines can be ordered from FIOH. The guidebooks are only in Finnish so far.

Further information

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3.4.4. OSH excellence within a competitive framework — Skills Finland, Finland

Skills Finland

KEY POINTS

- Mainstreaming OSH into the agenda of the worldwide Skills competition
- Mainstreaming OSH into all aspects of planning, running and judging of the competition

Background

The WorldSkills competition is arranged every second year, bringing together young professionals under the age of 23 from all over the world to compete in the skills of their own specialisation.

In 2005 WorldSkills was held in Helsinki, Finland. Almost 700 young competitors from 38 different countries competed in 39 separate specialities. In addition to the competitors, over 600 experts or judges were involved. National teams also included officials and technical delegates, team leaders and observers, bringing the total number involved to over 1 000.

Standards at the top are high, so young contestants have to start getting ready well in advance. In Finland, contenders start during their vocational training, after which they have further coaching specifically for the world championships.

In Finland, vocational coaching is coordinated by Skills Finland, an association that promotes the appreciation of vocational education and training and skills through skills competitions. A specific skill coaching system has been set up through a nationwide network made up of dozens of vocational education and training institutions and coaching companies. Skills coaches and trade managers support and guide young contestants aiming to get to the top. The most important goal for these contestants is to boost their own professional skills and pride in their work — and of course to do as well as possible at actual skills competitions.

Aims and objectives

The project aimed to promote occupational health and safety skills as part of the development of vocational excellence and skills competitions within a competitive framework. The main objectives were:

- to promote OSH skills within coaching activity, in cooperation with the coaching network;
- to develop the health and safety aspects of skill competitions;
- to train the competition specialists in the field of occupational health and safety.

Scope

The 'Occupational health and safety excellence' (2004/05) project was funded by the Work Environment Fund and the Ministry of Social Affairs and Health, and coordinated by Skills Finland, with participation of the Finnish Institute of Occupational Health. The project was implemented in cooperation with young professionals, vocational education institutions and businesses.



Skills competitions and coaching are a good way of promoting occupational health and safety skills. Vocational excellence should not only mean that the job is done quickly and precisely, but also safely, without endangering their own or other people's safety and health. Therefore the project focused on incorporating safety and health aspects into an existing skills coaching programme and competition for young people. This included training competition specialists (including workshop supervisors, organisers, judges, trainers, experts and coaches). By including OSH in the skills competition it becomes evident that it is an integral part of doing the job right.

Development of OSH competence in vocational coaching

To back up the occupational health and safety learning process, a special 'Occupational health and safety excellence passport' was developed. The passport aims to support the teaching and learning of health and safety issues in vocational skills coaching and vocational education and training.

The passport helps young people to assess their own occupational safety skills and examine various key issues and workplace practices together with the coach and a workplace tutor. The crucial thing is to learn to identify risks in the work environment and adopt appropriate preventive measures.

Development of OSH in connection with skills competitions

Health and safety guidelines for WorldSkills Hong Kong 2004 were developed, as well as host country occupational health and safety regulations. For WorldSkills 2005 the SafetyCheck occupational safety checklist was developed in cooperation with the Finnish Institute of Occupational Health.

Training of competition specialists

Occupational health and safety training was planned and organised for national and international competition organisers — including workshop supervisors, judges, trainers and coaches.

Results and evaluation

The project achieved its objectives by integrating occupational health and safety issues into skills competition activities in a more systematic manner, by promoting occupational health and safety-related skills in a positive way through the skills coaching and training system, and by producing models and methods for supporting occupational health and safety skills both during competition activities and in the area of vocational education.

Success factors

- OSH integrated into running the event safely as well as the judging of the competition
- OSH training provided for staff and organisers as well as participants
- Integration of OSH into the participants' programme from the preparatory stages onwards



Transferability

The materials provided to support the project, namely the special 'Occupational health and safety excellence passport' and the SafetyCheck occupational safety checklist are transferable to other countries.

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<http://www.worldskills.org/site/public/index.php?pageid=622&print=1>

<http://www.skillshuippuosaamista.com/default.asp?file=1634>

A safe start for young workers in practice, Chapter 10, EU-OSHA, 2007
(<http://osha.europa.eu/publications/reports/GPB06>)

3.4.5. Passport to Safety, Canada

Passport to Safety

KEY POINTS

- Nationally recognised certificate on OSH knowledge
- Covers youngsters and their supervisors
- Employers who sign up are given access to additional resources

Background

Passport to Safety is an innovative national youth health and safety test and transcript programme in Canada that verifies whether young people have a basic understanding of what they need to know to protect themselves from injury at work. The Passport to Safety card is a nationally recognised certificate, which certifies a basic level of health and safety knowledge.

Passport to Safety does not replace the job-specific health and safety training that is required of all employers under Canadian legislation. All employers are still required to provide the training necessary for each worker to be able to perform their job safely.

Aims and objectives

The Passport to Safety aims to help eliminate needless injuries and preventable deaths of young Canadians aged 24 and under.

Scope

To obtain a Passport to Safety, young people take a 'test', based on learning outcomes developed by health and safety curriculum experts from most provincial and territorial



jurisdictions across Canada. Successful participants are awarded a 'transcript' that can be attached to CVs to demonstrate their basic awareness of health and safety. This basic level of awareness becomes a foundation on which to build all the other skills required to be safer and healthier workers. Participants are then encouraged to add more credits for other courses that help people manage risk, such as first aid, babysitting, water safety, snowmobile safety and many others. This supports and adds value to their efforts to find a job.

Passport to Safety includes three different tests:

- Passport to Safety Challenge for Teens
- Passport to Safety test
- Passport to Safety supervisor assessment.

Passport to Safety Challenge for Teens

This test is aimed at teens — anyone 19 and under — whether in work or planning to work in the future. One of the greatest benefits is ensuring that teens are aware of their rights and responsibilities regarding health and safety and are therefore better prepared for the workplace-specific safety training that every employer must provide.

Participants will become familiar with:

- employer responsibilities
- worker rights and responsibilities
- WHMIS (workplace hazardous materials information system)
- common workplace hazards
- dealing with hazards at work
- general workplace safety provisions.

Passport to Safety test

This test is designed for anyone 20 and over. It is suitable for those looking for a job, those reentering the workforce or as a refresher for any worker. This no-fail test asks basic safety questions and reinforces incorrect answers with health and safety information to read.

Participants will become familiar with:

- employer responsibilities
- worker rights and responsibilities
- WHMIS (workplace hazardous materials information system)
- common workplace hazards
- dealing with hazards at work
- general workplace safety provisions.

Passport to Safety supervisor assessment

This comprehensive assessment aims at 'testing' supervisors' knowledge of basic health and safety principles. The test is based on the same learning expectations as in the Passport to Safety test for workers, but from a supervisor's perspective. If all young



and new workers understand the basics, it is critical that their supervisors understand the facts as well and are prepared to provide the supervision necessary to keep all workers, not just younger ones, safe.

The assessment aims at:

- reinforcing previous training;
- determining deficiencies so that future training can be focused on specific learning need;
- acting as a periodic supervisor check-up;
- assuring that supervisors are knowledgeable in the basics of health and safety.

Supervisors will answer questions on:

- workplace rights and responsibilities: what's required of employers, supervisors and workers;
- common workplace hazards: general questions on WHMIS, physical, chemical, ergonomic and physical hazards;
- addressing health and safety in the workplace: controlling workplace hazards, emergency planning, injury prevention and general health and safety principles.

Employers can sign up for Passport to Safety membership, which means that they provide their employees with Passport to Safety cards. As an employer member they have access to free tools, resources, tips, links, and cost-savings for safety training from not-for-profit Passport to Safety partners. They get an access card that allows them to manage and monitor the Passport to Safety accounts they provide to their workers — to see if they have taken the test and how well they did.

Passport to Safety has a website with information for parents, employers, teachers and recruiters. Passport to Safety also has a Youth website, with interesting information, links, games, video clips with examples of accidents that could have been prevented and a list of Passport to Safety employers, etc.

There is also a link to Health and Safety 101, which is an e-course developed by the Workplace Safety and Insurance Board (WSIB) in Ontario, to provide workers aged 24 and under with important health and safety information. This course also prepares young people for the Passport to Safety test and online transcript programme (www.passporttosafety.com).

Health and Safety 101 comprises four modules that help young people understand the importance of safety at the workplace:

- safety matters
- safety roles
- work hazards
- staying safe.

This is an interactive multimedia course with video clips, pictures, exercises and questions to answer, providing information about all aspects of safety and health at work.

Success factors

- Nationally recognised scheme
- Linked to enhancing young workers' CVs



- Employer participation encouraged through provision of additional resources for participating organisations
- Covers supervisors as well as young workers
- Based on learning outcomes set by health and safety curriculum experts
- Successful participants can go on to gain additional credits on other risk management topics

Further information

Passport to Safety website (<http://www.passporttosafety.com/>)

Passport to Safety, article in Magazine 9 — *Safe Start!*, EU-OSHA, 2006 (<http://osha.europa.eu/publications/magazine/9>)

EU-OSHA Safe Start Summit, March 2007, keynote speech 'Passport to Safety' by Paul Kells, Executive Director of the Passport to Safety programme (<http://ew2006.osha.europa.eu/europeansummit/>)

This section presents some more good practice examples, presented in a concise 'snapshot' format. The examples mainly come from individual companies or employers although some, given at the end of the section, are instigated by intermediaries working with employers. In some cases they are drawn from other agency publications, where more details about them can be found.

SNAPSHOTS OF GOOD PRACTICE TO PREVENT RISKS TO YOUNG WORKERS

3.5.

3.5.1. Temporary workers project, Belgium

Lead organisation

Manpower/Axo/Arcelor Steel

Aim

To get young workers hired through a temporary employment agency off to a safe start.

Key elements

- This is a partnership between temporary work agency Manpower, steel company Arcelor and mutual insurer AXA.
- Temps must know Arcelor safety rules before they can take up employment, but it was found that the Arcelor safety rules were difficult to learn, and there was a 30 % assessment failure rate.
- At AXA young workers developed a new tool for training at Manpower. The new tool featured self-paced e-learning, a step-wise approach, illustrations and quizzes. The training incorporated a final computerised multiple-choice test. Those who pass receive a 'safety passport' giving them entry to Arcelor. The pass rate rose to 100 %, and there were no accidents to temps in the Arcelor plant in 2005–06.



- The training initiative is backed up by measures in place for new starters at Arcelor. There are illustrated 'job descriptions' covering tasks, tools, machinery, risks, site jargon, etc., which were developed together with Manpower. Each new worker is assigned a coach — an experienced worker. Temporary and permanent staff are treated equally and temporary workers are encouraged to become fully involved in safety aspects. The company maintains close communication with the temp agencies it uses, through regular meetings and accident report exchanges.
- A safety charter between temporary employment agencies and Arcelor has been developed and signed by all the directors concerned, which is part of consolidating and demonstrating commitment from the top.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/publications/reports/repository/GPB06>)

3.5.2. Apprentices teach apprentices, Germany

Lead organisation

Westfalen-Weser-Ems AG

Aim

Using the real workplace experience of older apprentices to help train new starters.

Key elements

- Most accidents to apprentices were occurring during their first-year practice period in the workplace. The company introduced extra safety training whereby second-year peers pass on their experiences of workplace safety and health by making a presentation to the first-year apprentices.
- To prepare their presentation or demonstration the second years start by discussing safety issues in their day-to-day work with their instructors and safety engineers and identifying topics from own experience of incidents or accidents. In groups of two or three, they are given three months to develop a 30-minute presentation. They can obtain help and support from the safety unit and other company institutions. They make corrections to their project after presenting it to their instructors.
- They present their project to the first-year apprentices, after which a discussion is held.
- There is an annual company fair where all the projects are presented, including the safety professionals and works council representatives.
- The results of the apprentice projects are fed back into the risk assessment update process. The value of the exercise is not only a credible means of explaining safety to new apprentices, but also the communication of safety issues to company departments through new channels.
- After the first year of this training project, accidents had been reduced by 40 % and serious accidents by 88 %. In addition it is a low-cost, simple approach.



Further information:

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.5.3. The 'Wide angle' project, Austria**Lead organisation**

RHI AG, Veitsch/Radex GmbH & Co.

Aim

To allow young workers to spot hazards and propose solutions in the real workplace through the use of photography.

Key elements

- Part of a wider 'future competence' skills building project that incorporates safety competence, health competence, personal competence and technical competence in a holistic approach.
- Through the 'Weitwinkel' or 'Wide angle' project apprentices are actively involved in safety at work. They take digital photographs of situations in the workplace which are then analysed by the team and any problems are resolved under expert guidance.
- As it involves photographing the work area, a meeting involving the works management and works council was held at the start of the project to explain to workers the purpose of the 'hidden camera' and to allay any fears that management might use it to introduce any additional monitoring of workers.
- Other initiatives include a health circle for younger workers.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.5.4. 3D interactive simulator for safety training in a refinery, Austria**Lead organisation**

OMV Refining & Marketing GmbH and Schwechat Refinery

Aim

To facilitate 'on-the-job' training and learning under realistic conditions

Key elements

- The computer simulates the refinery interior. It can replicate emergency situations ranging from a substance escape to a serious fire so that the correct responses can be practised.



Correct and incorrect responses to emergency situations are fed back both visually and acoustically. The consequences of incorrect actions can be represented to scale and made very lifelike.

The ability to recognise sources of danger is increased, and the effects of incorrect responses to emergencies can be vividly demonstrated. Game-style learning with a serious background goes down well, not only with apprentices.

Simulators are widely used in refinery training. This is a good example of the design and use of a simulator for safety training.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.5.5. Training for pizza delivery, Cyprus

Lead organisation

PHC Franchised Restaurants Public Ltd

Aims

To minimise motorcycle accidents as part of an overall prevention policy

Key elements

- A system was introduced to educate, train, assess and actively monitor motorcycle riders. This included the use of cameras, video recording, continuous monitoring of drivers, ongoing sensitivity training, and 'spot-checks' of the drivers at various intervals. A formal procedure was introduced to document and evaluate the performance of the riders, drivers and their vehicles.
- It was important to achieve good cooperation between restaurant managers and riders/drivers on safety, so that riders informed them of any problems they or other co-workers faced with health and safety, including the maintenance of their vehicles or their safety gear.
- To accompany the training and monitoring scheme, the company revised its safety policy for motorcycle riders and van drivers to cover the safety conditions that must be checked on vehicles, and other issues, such as preventing violence to staff, accident reporting, first aid arrangements, and the role of managers.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)



3.5.6. Safe start in car manufacturing, Portugal

Lead organisation

Salvador Caetano Indústrias Metalúrgicas e Veículos de Transporte SA

Aim

Provision of safe working conditions and developing safety skills in young workers

Key elements

- A comprehensive induction and training programme for new and young workers is part of the company's overall management of OSH and an integral part of its vocational training for apprentices.
- Training includes strong practical components using the actual working environment so that young people develop sound technical skills and a real awareness of good health and safety practices.
- Safety technicians have been trained to undertake specific responsibilities towards young workers, such as carrying out frequent checks on them at their workstations.
- Close liaison with recruitment agencies regarding health and safety.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.5.7. Safety in pharmaceutical work, Poland

Lead organisation

GlaxoSmithKline Pharmaceuticals, Poznan

Aim

Integrating young worker safety into company safety actions and training

Key elements

- A year-long induction is based on the acquisition of a core set of job competences. Health and safety is one of these core competences and is made an integral part of learning about tasks, work methods, organisational customs and culture.
- A young worker's induction is facilitated by a mentor or 'guardian' who guides them throughout the process.
- Before the new employee starts work an individual 'job description card' is drawn up for them containing a list of the duties and tasks. The workstation for the new employee is prepared and equipped. Risk assessments are conducted for all individual workstations.
- To avoid overloading new workers with information and risking unnecessary stress, familiarisation with the workplace is gradual, starting with essential information,



and then broadened to include an introduction to the tasks performed by others within the same department and the history of the company.

- On-the-job skills development is supplemented with periodic training on health and safety.
- Student placements are offered and health and safety are made part of this work experience.
- Educational visits to the company include the promotion of OSH and the company participates in OSH awareness-raising activities in schools and the community.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

Workshop 3, European Safe Start Summit
(<http://ew2006.osha.europa.eu/europeansummit/>)

3.5.8. Fire safety in steel plant maintenance, Italy

Lead organisation

La Toscana Impianti (LTI)

Aims

Specialist industrial plant engineering and maintenance company LTI entered into a maintenance contract for a major steel plant, and fire is a particular risk in this work. The workforce includes many young workers who work alongside expert staff. LTI provided input to help the client improve safety in its operating procedure, but also wished to introduce a campaign to improve the work of its own staff and the staff employed by its subcontractors

Key elements

- The use of tools that pose a fire risk (angle grinders, welding tools, cutting tools and tools for oxyacetylene welding) were limited to certified staff who had taken a special training course and exam. Precedence for taking part in the course is given to less expert and younger staff.
- The course includes theory and a practical section that involves simulating typical operating situations: raising barriers, removing inflammable/combustible materials, performing an extinguishing test with fire extinguishers. Certification must be renewed every two years through refresher training.
- While this type of training is standard, it is important that it was extended to subcontractors and that the company used it in conjunction with other OSH prevention activities with the client.



3.5.9. Training young steel workers, Luxembourg

Lead organisation

Arcelor Training Centre, Differdange

Aims

To provide effective theoretical and practical professional training that incorporates OSH to develop safety skills in trainees aged 16–19; to develop in-house training for staff at the various steel production sites in Luxembourg; and to develop safety awareness and convey the fundamentals of safety management

Key elements

The programme of safety instruction and training includes:

- special attention to health issues such as skin protection and occupational deafness;
- lessons on safety in the workplace during practical operations (use of tools and equipment, etc.);
- regular hosting of safety meetings by trainers at the training centre to instruct trainees on safe working practices;
- meticulous preparation for any maintenance work to be carried out by trainees;
- instruction of trainees on safety in various departments before their practical training period;
- monitoring of trainee performance in terms of schoolwork, work on site, safety and general conduct;
- Esprit 2000 training to introduce trainees to the philosophy of this approach. Through practical exercises, they learn to spot dangerous situations and behaviour and to develop a critical outlook with respect to safety in the workplace. Trainees are therefore given the opportunity to play an active part in improving health and safety at work;
- participation of trainees in the annual health and safety day;
- additional plans include: forming working groups for risk assessment that will operate under the supervision of trainers and in collaboration with trainees; involving trainees in an OSH suggestions scheme.

3.5.10. Training unskilled young workers in concreting, Lithuania

Lead organisation

AB Klaipėdos hidrotechnika

Aims

Training young and new unskilled employees by involving them in the production process in order to improve compliance with OSH legislation and reduce the rate of injuries in the company



Key elements

- The company employs young people without any particular professional background.
- It trains employees on the job, under the supervision of experienced specialists. The aim is to teach them to do concreting work safely in various types of construction work, to assess professional risks and avoid accidents at work, and to familiarise them with the occupational environment. Training covers theory and practice.
- Training is linked to gaining a qualification for which theoretical and practical skills are examined.
- Employees gain work experience during the production process. The company develops skills in employees tailored to its needs. The rate of injuries at work has been considerably reduced through its programme.

3.5.11. OSH e-learning for young medics and nurses, Czech Republic

Lead organisation

Nemocnice General Teaching Hospital

Aim

To provide an OSH programme for trainee nurses and doctors when they start practical work at the teaching hospital, not only to meet legal requirements but to provide instruction in a comprehensive and appealing way

Key elements

- The traditional training course curriculum was converted into an e-learning tool.
- It supports training by a tutor and can be used for independent learning.
- It is complementary to the hospital OSH and fire department websites and also acts as an information resource.
- It includes tests and facilitates student evaluation and record keeping.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.5.12. Building roads safely, Latvia

Lead organisation

Krustpils Ltd (road construction company)



Aims

Improving young worker safety

Key elements

- When implementing an integrated management system (IMS) the company used this as an opportunity to overhaul its health and safety practices, giving special attention to young workers.
- Attention has been paid to: improving working conditions; attracting and orienting young people to tackle road-building problems; creating decent workplaces for young people; assessing workplace risks and eliminating or reducing risk factors; assigning work tasks taking into consideration the limited experience, skills and information of young workers; providing introductory instructing, training and sufficient supervision.
- New health promotion measures have been introduced.

3.5.13. Safety in cast iron production, France**Lead organisation**

SED

Aim

Reinforcing training in the workplace

Key elements

- Small company of 80 employees
- Part of a project where local companies receive support from the Loire region CRAM and UIMM metallurgy organisation on young worker safety
- As the safety instructions and procedures included in the practical training programme for new starters at the workplace were not formalised, the site director decided to produce and pin visual aids near the operator showing the instructions to be followed at each workstation. These aids have now become part of the instruction documents available for the task team leaders. This has also made it much easier to communicate health and safety requirements to potential operators who may otherwise have had difficulties understanding them, and so would not otherwise have been assigned to the post.
- At the same time, the AFPI Le Mans vocational school developed a computer system to give apprentices the opportunity to face real-life work situations and to acquire experience.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)



3.5.14. Meat sector safety, Denmark

Lead organisation

Danish Meat Industry's Working Environment Committee

Aims

Improving young worker safety at the individual level, providing group training and providing recommendations for the whole sector with a special focus on knife injuries and musculoskeletal disorders

Key elements

- Partnership with the Occupational Health Services, Food Industry (Fødevare-BST), trade unions and major employers
- Based on a study of young workers with less than a year's experience
- Introduction of a compulsory 20-hour training module in the sector's five-week induction training, followed by individual ergonomic guidance sessions
- Participatory training methods requiring tasks to be solved in practice, involving trainees in the production process and focusing on prevention in the real work environment
- A specific 'Take good care of me' programme for employees from ethnic minority backgrounds, including information for employers about providing them with training
- Leaflets, training materials and a guide to young worker safety.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

'Take good care of me' web-based training programme (www.bevarmigvel.com)

3.5.15. 'Do you have a good idea?' Young workers prevent MSDs in the agricultural industry, Netherlands

Lead organisation

Stigas

Aim

Promoting learning about musculoskeletal disorder (MSD) risks and prevention by encouraging students to submit ideas for solutions to real workplace problems through a contest



Key elements

- This project was part of a larger programme aimed at tackling MSDs in the agricultural sector, which had a tripartite agreement as its basis. One of the projects was dedicated to young agricultural workers.
- A partnership approach: SOLLT, experts on transferring knowledge to teenagers, worked with Stigas, experts on preventing MSDs in agriculture.
- Students were given two days of classroom training and a homework assignment to propose a solution at a real workplace. Three to four students worked in a team and the results of the homework were entered into a competition.
- Well-developed and presented solutions were received even though the students were 'non academic'. The approach enables students to spot and solve problems themselves and the resultant solutions are often simple.
- Some employers subsequently implemented the solutions.
- In total, 22 agricultural schools and 300 students took part, generating 42 concrete ideas for solutions to problems. Some 78 % of students carried out the homework assignment and 83 % of teachers reported that they found the work to be good.
- Both the Dutch government and the education sector want a continuation of the project.

Further information

A safe start for young workers in practice,

EU-OSHA, 2007

(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

European Safe Start Summit (<http://ew2006.osha.europa.eu/europeansummit/>)

3.5.16. ILO SOLVE programme — Mainstreaming youth into the prevention of psychosocial problems, International

Lead organisation

International Labour Office (ILO)

Aim

To assist in the development of policy and action to address psychosocial issues at the national and workplace level

Key elements

- An interactive educational programme designed to assist in the development of policy and action to address psychosocial issues at the national and workplace level
- Based on the philosophy that stress, alcohol and drugs, violence (both physical and psychological), HIV/AIDS and tobacco all lead to health-related problems for the worker and lower productivity for the enterprise or organisation and that these five psychosocial issues are interrelated
- Through educational courses, SOLVE encourages senior executives, directors of human resources, occupational safety and occupational health professionals, employers' and



workers' representatives and others to develop a comprehensive policy for their respective workplace.

- For workers and supervisors, SOLVE provides for action through education and training, translating policy into action at the shop-floor level.
- Developed under the ILO's programme on safety and health at work and the environment (SafeWork)
- Courses available in various languages
- Includes a specific module for young workers

Further information

SOLVE webpages (<http://www.ilo.org/safework/solve>)

3.5.17. Community-based approach to protect and educate a young workforce, USA

Lead organisations

National Institute for Occupational Safety and Health (NIOSH); Labor Occupational Health Program (LOHP), Center for Occupational and Environmental Health, University of California

Aims

To develop community-based approaches and implement them at the California state level

Key elements

- Participation in one of several pilot projects funded by NIOSH and carried out in partnership with a local school district led to a compendium of the most effective methods for a multi-faceted community intervention. Interviews and focus groups involved teenagers, teachers, job trainers, parents and local employers.
- An intervention programme was developed that was both school-based and community-based and actively engaged youth.
- Successful elements of the programme included:
 - peer educators, to pass on first-hand experience and increase credibility;
 - school curriculum materials for general education courses, including English; science and social studies developed with teams of teachers;
 - community-based job training programmes, providing access to teens and employers.
- Parents and healthcare providers were less easy to access and involve as partners.
- The biggest impact was seen among teens exposed both to the curriculum materials, through classroom teaching either at school or at a job training programme, and to a peer educator.
- California state policy recommendations produced by a task force of 30 organisations covered: enhancing the ability of schools to educate about OSH;



strengthening the role of work permits; strengthening safety initiatives in workplaces employing teens; improving enforcement; raising public awareness; conducting further research.

- A ‘Safe jobs for youth month’ state campaign is run each May — including media events, competitions, fact sheets for distribution to teens and employers and research kits for distribution to teachers.
- A statewide resource network on young worker health was established. This provides outreach, education, resources and technical assistance to teachers, job trainers, teens, employers, parents and others (www.youngworkers.org).
- Targeted approaches to reach teen workers in the agriculture industry include English-as-a-second-language classes.

Further information

LOPH website (<http://www.lohp.org/>)

LOPH young workers project website (http://www.lohp.org/Projects/Young_Workers/young_workers.html)

California Resource Network for Young Worker Health and Safety website (www.youngworkers.org)

NIOSH Young Worker Safety and Health pages (<http://www.cdc.gov/niosh/topics/youth/>)

A resource guide documenting the experiences of three young worker projects: a community-based approach, NIOSH (<http://www.cdc.gov/niosh/docs/99-141/>)

Proceedings of the International Symposium on Youth and Work, 20–22 November 2002, Espoo, Finland. People and Work Research Reports 58, FIOH (<http://www.ttl.fi/Internet/English/Information/International+meetings+and+symposia/Archives/Youth+and+Work/>)

3.6.

SNAPSHOTS OF MENTORING CASES

Mentoring can be a good way of giving young workers the extra supervision that they need, while at the same time developing the skills and the job content of older workers. Some examples of successful transfer of knowledge between senior and junior (young) personnel are given below:

3.6.1. Transferring knowledge from older to younger workers, Greece

A Greek company, Titan, took action to reduce its high accident levels by implementing a comprehensive training programme. A key part of the programme was the transfer of experience and good attitudes to health and safety from older employees to new, young recruits. The accident rates dropped significantly, and remained lower.



Further information

Accident prevention in practice, EU-OSHA, 2001
(<http://osha.europa.eu/en/publications/reports/103/view>)

3.6.2. Ageing project in bus company, Länsilinjat Oy, Finland

A Finnish company wanted to be better prepared for the ageing of its staff and to improve the wellbeing of its workers. It initiated a mentoring system that has been beneficial both to senior workers providing the mentoring, and to their junior colleagues.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

Tuominen, Eva, 'Godfathers for new bus drivers — Older workers support their younger counterparts', EU-OSHA Safe Start Summit, Workshop 3, Presentation 2, March 2007
(<http://osha.europa.eu/en/campaigns/ew2006/europeansummit/>)

3.6.3. Practical senior policy in Vattenfall, Sweden

Swedish company Vattenfall Nordic was concerned about retaining knowledge within the company when its senior workforce retires. A key part of the competence transfer project was a six-month-long mentoring programme on work and personal skills. Included in this were leadership, coaching and professional and personal support and work-life balance. Both the mentors and their protégés developed self awareness as well as insight into work-related issues. Additionally new networks were developed and the professional role performance and management qualifications were improved.

3.6.4. Mentoring for demolition safety, Greece

In Demcon, each project has its own supervisor who oversees and educates the workers at the workplace. In addition, each young or new worker has their own exclusive experienced worker who watches and guides them at work. The mentor is responsible for their safety at all times during their training, and reports to the supervisor.

A maximum of two trainees undertake the training programme at any one time. Having more trainees would be unsafe for the whole working team and it would not be practical or safe to take up the time of more than two experienced workers as trainers at the same time.

The experienced staff receive two days of training to learn how to educate younger/new workers. This includes lessons about how to treat young workers and what to expect from them, how to communicate their knowledge and how to keep younger/new workers interested and motivated in their training. Young workers may lack concentration and the mentors need to understand young workers and that, for example, they may need to be patient with them.



Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.6.5. Mentoring programme in a combine harvester company, France

This programme was set up with help from the metallurgy trade association and regional health insurers. The management of the company concerned, CNH-Coex, together with the trade unions, raised the issue of knowledge transfer to share know-how through properly training new recruits, especially in maintaining a safe and healthy workplace. The objective was to set up and train a team of people and transfer their competences with the aim of developing operators' versatility and improving the integration of new, young recruits and also temporary workers.

The company human resources manager, with the help of a management consultant, set up the necessary internal organisational arrangements and a training process. Ten people were chosen from the 200 employees for their technical abilities in production, welding, painting and assembly, and also for their pedagogical and social skills, and these 'sponsors' were given dedicated time within their usual functions to work with new, young workers. The sponsors act as role models and so must be highly valued by their peers, enthusiastic about their trade, irreproachable in terms of safety behaviour, eager to transmit their knowledge, receptive and able to give clear explanations.

Sponsor training takes about 20 days and consists of spotting good safety and ergonomic practices, techniques for conducting training in the field, analysing and sharing skills, supervising skills and learning to chair meetings and to assess results. Sponsors' OSH and professional skills are assessed so that best use can be made of them.

Further information

A safe start for young workers in practice, EU-OSHA, 2007
(<http://osha.europa.eu/en/publications/reports/GPB06/view>)

3.6.6. Mentoring and training toolmakers, TCG Unitech, Slovenia

Mentoring is provided as part of an all-round approach to training young workers and ensuring that the workplace and working methods are safe for them. Due to the problems of acquiring skilled workers, TCG Unitech established a dual system of training services with the School of Mechanical Engineering in Škofja Loka to produce professional toolmakers who have a sound theoretical knowledge and also have OSH skills and experience.

Theoretical training in toolmaking that incorporates OSH is complemented with practical training in the working environment on how to perform work in a safe and satisfactory way with the use of mentors — experienced and respected workers. The mentors are qualified to monitor the pupils through the whole period of training in the company and to transfer their knowledge and experience to pupils. They are responsible for ensuring that apprentices know and respect all the regulations and adopt safe working methods with all the equipment that they use.



3.6.7. 'Tell me a story' — Capturing miners' safety experiences on video, NIOSH, USA

Anecdotes are an important way of passing on information, and some organisations have explored their systematic use in training new recruits. NIOSH, the US national safety and health institute, used personal storytelling as a tool for mine safety and health training. It produced successful safety training videos that build on the storytelling tradition. The method was designed to replicate traditional industry practices in which new miners are mentored by older, more experienced miners, and to reflect cultural values and practices in mining, which include an oral tradition of storytelling. The miner mentors are effective because they are credible. It is also an extremely effective means of conveying often complex information in a way that is understandable and memorable. Real miners were therefore used to make the videos, and the producers worked closely with them to develop the scripts to ensure that the lessons used were both relevant and interesting. When the first video, on explosives safety, was piloted, the miners really liked watching and hearing from people who looked like themselves. The videos were credible because they were filmed underground in real mines and presented realistic situations to which miners could relate, while not talking down to viewers.

Further information

'New approaches to engaging young people in occupational safety and health', Magazine 9 — *Safe start!*, EU-OSHA, 2006
(<http://osha.europa.eu/publications/magazine/9>)

3.6.8. Video on a European Social Fund-supported activity for older workers, France

'Enabling workers over 50 to remain employable' is a six-minute online video clip that shows an example of a training project in France (older workers learning new skills and sharing valuable professional experience with younger workers) that was co-funded by the EU through the European Social Fund. The later part of the video looks at an older worker retrained to pass on his skills. It was released in June 2008.

Further information

European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities multimedia webpage
(http://ec.europa.eu/employment_social/emplweb/video/media_en.cfm?id=28&flv=esf_france_en)

3.6.9. The 'Safety coach' project, Belgium

Prevent (the Belgian Institute for Occupational Safety and Health) ⁽⁴⁴⁾ has initiated the 'Safety coach' project. The safety coaches are older (+ 45 years), experienced workers who guide and assist new, young employees. They are designated by the company and trained by Prevent in specific issues concerning young workers. This pilot project guarantees that the older workers' valuable experience in and knowledge of the company's own health and safety issues are not lost and can be passed on to new,

⁽⁴⁴⁾ <http://www.prevent.be>



inexperienced employees. The safety coaches get to use their acquired knowledge and experience in an original, useful and positive way. The initiative can also raise more awareness about OSH and lead to better communication between generations at the workplace.

The project is financed by the Experience Fund⁽⁴⁵⁾. This Belgian fund supports initiatives and projects of private companies who invest in the improvement of the working conditions of older workers (45 years and older). The overall objective is to prevent these workers from dropping out of the labour market, to keep them at work for longer and to make use of their valuable experience and knowledge.

The 'Safety coach' project includes the following steps:

1. initiation: an initial meeting with the participating companies, Prevent and the Experience Fund;
2. preparation: the training of the future safety coaches by Prevent, with special attention to the characteristics of young workers;
3. implementation: the safety coaches at work in their company, with support of Prevent;
4. evaluation: an evaluation of the project with the participants.

The outcomes of this project and the experiences in the workplace will be of interest to all companies that employ young workers. The typical issues linked with this group deserve attention at any workplace. Therefore the results, success factors and 'good practice' advice will be made available for interested parties.

CONCLUSIONS FROM THE GOOD PRACTICE CASES

3.7.

Many of the cases presented involve the training of young workers in the workplace. This training is carried out as part of an overall OSH system to prevent risks within the organisations concerned, which is focused on preventing the exposure of young workers to harm through the elimination and control of risks at source. Training is necessary, but on its own it is not effective. It is just one complementary part of an effective OSH system.

The main success factor for the actions seeking to reduce the OSH risks of young workers seems to be the involvement of all relevant partners in the project. The knowledge of labour inspectors and OSH specialists can be conveyed effectively in cooperation with schools and educational organisations. On the other hand, involving commercial firms and labour representatives gives a wider perspective to the training activities run by educational institutions.

The choice of training channels, methods and media is also important for the effectiveness of communication with the young people concerned, as other studies

⁽⁴⁵⁾ <http://www.ervaringsfonds.be>



have found ⁽⁴⁶⁾⁽⁴⁷⁾. Engaging the interest of young people in OSH is important. Several of the training initiatives included competitive features that challenged the young people to learn more about safety and health at work.

In general, the actions seem to share the common belief that it is better to educate young workers to do things correctly from day one than allow them to acquire bad habits that require correction. Many of the cases also aim to integrate the idea of safe working habits into the ideal of the professional, skilled worker. There is also the hope that young workers who have learnt the basics on occupational safety and health in their workplace could improve the perception of OSH risks among the entire workforce, thus contributing to the development of an improved safety culture.

Some of the actions described here are based on group coaching and counselling, which helps participants not only to learn but also to teach one another and acquire social coping skills. These sorts of actions facilitate further learning on occupational safety and health and preparedness for working life in general.

Many of the training examples involve 'active learning' where young people develop abilities not only in recognising hazards for themselves but also in proposing prevention solutions to the problems they have identified. If these hazard-spotting exercises and practical proposals are fed back into the employers' risk assessment and prevention process, this process is given a new dimension and the OSH system is strengthened further.

OSH training becomes even more meaningful if it results in something that young workers can put on their CVs. The OSH training of young workers should not be a 'one-off' but should form part of their training and development throughout their working life. For older workers who become mentors, this can get them back on the learning path again.

Whatever medium or method is used for the training, it seems that the supervisors, trainers and young workers need to be made aware of and directly confronted with the problems of occupational health and safety.

Another important factor within the company is the motivation and commitment of senior staff and management to OSH, which can include their presence at training sessions.

One method of instruction that relies on the commitment of senior staff is mentoring. This method is beneficial not only for the senior and junior personnel involved but also to the company. Successful mentoring can be a real win-win situation, which improves the skills of both the young and senior workers, boosts the moral of the entire workforce and underpins the workplace prevention culture.

⁽⁴⁶⁾ European Agency for Safety and Health at Work, *Mainstreaming occupational safety and health into education — Good practice in school and vocational education*, 2004 (<http://osha.europa.eu/publications/reports/313>).

⁽⁴⁷⁾ FIOH, Proceedings of the international symposium on youth and work, 2002, *People and Work Research Reports, Finland*, 2003 (<http://www.ttl.fi/Internet/English/Information/International+meetings+and+symposia/Archives/Youth+and+Work/>).

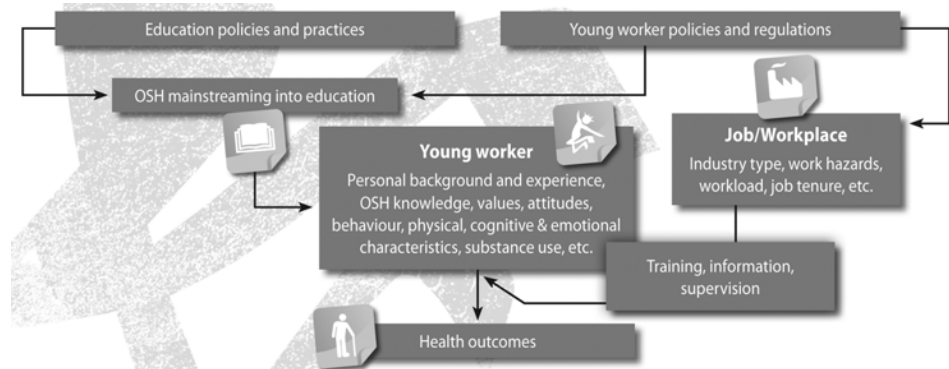


4.

OVERALL CONCLUSIONS



The figure below depicts the main influences on the occupational safety and health of young people. To improve the OSH of young people it is generally recognised that a two-strand approach is needed — with one strand aimed at education and the other at prevention in the workplace. Success in each of these approaches requires actions at two levels — at the policy level to set a systematic approach and global requirements, and at the workplace or classroom level to put these policies into practice.



Model of the occupational safety and health of young workers

This report has looked at good practice in the workplace and also at policies and programmes in the Member States on young worker safety. As mentioned, preventing negative occupational health outcomes in young workers starts at policy level and includes both employment policy and education policy. At the international, EU and Member State level there is a significant amount of legislation and many voluntary activities relating to youth, work and their OSH. At the workplace level, employers must establish OSH policies and programmes in order to protect their workers from harm. Occupational risks should be controlled or eliminated, workloads reduced and adequate training, information and supervision provided. Within the context of all these actions, special attention should be paid to the youngest members of the workforce. Case studies from several Member States demonstrate effective actions in this area.

More attention seems to be paid to young workers' health and safety in 'heavier' manufacturing industry, construction, traditional male trades and such like, both in terms of intermediary intervention programmes and employer initiatives. Perhaps this is partly because there is more of a tradition of apprentice training programmes in these areas, both within companies and in vocational training schools. There may also be more of a tradition of mentoring here. Young men are far more likely to be working in the heavier industries while young women are more likely to enter the service sector, from healthcare work to hairdressing, so there is also a gender issue here. While vocational training schools are increasingly covering OSH in service-sector courses, it would seem that greater attention needs to be paid to the typical jobs of young women at the workplace level. The examples in the report from the retail sector are good examples of what can be done in practice. The Young workers — Facts and figures report ⁽⁴⁸⁾ presents some examples of campaigns and support services in the service sector where many young people work, such as in hairdressing, but in some cases it is unclear to what extent such initiatives have incorporated the particular issue of youth and whether they are 'youth friendly'. However, many of the approaches and methods that have been applied to youth safety in heavier industrial sectors can be used successfully in the service sector.

⁽⁴⁸⁾ European Agency for Safety and Health at Work, *Young workers — Facts and figures*, 2007 (<http://osha.europa.eu/publications/reports/7606507/view>).

Programmes and campaigns in those sectors with high youth employment, such as hotels and catering, hairdressing and call centres, should be certain to include a youth dimension, as should initiatives focusing on risks that particularly affect young workers, such as accident prevention. Mentoring could also be promoted in the service sector.

Many young people are temporary workers. There is one 'snapshot' example included in the report that concerns cooperation on OSH between an employment agency and an employer. Such initiatives need to become more widespread.

The majority of the good practice cases features in this report focus on training. It is important to emphasise that these workplace training initiatives come from organisations with good OSH management systems in place and where training is one part of their overall OSH prevention programme for young workers. There are a number of common success factors that can be identified in the case studies and programmes. Some are general and some relate specifically to training.

General success factors include:

- making sure the young worker dimension is taken into account in all prevention activities (mainstreaming youth into prevention actions), whether these are risk assessment and prevention in the workplace, training, labour inspectorate activities or general OSH campaigns;
- top-level commitment to OSH measures to protect young people, focused on preventing risks at source;
- basing actions and interventions on risk assessment, and ensuring actions are implemented, monitored and reviewed;
- consultation and active participation of young workers;
- for programmes, taking a holistic approach combining activities in schools and training colleges with support for improved prevention in companies;
- ensuring that OSH programmes and campaigns in employment sectors with high youth employment, such as catering, hairdressing and call centres, include a youth dimension.

Success factors in training programmes include:

- providing workplace training in the context of an effective overall safety management system to prevent workplace risks. Training alone is not effective in reducing risks;
- providing training together with implementing the necessary measures to make the work environment safe and healthy for young workers, providing them with suitable jobs for their age, capabilities and experience and ensuring proper supervision;
- learning from experiences of mainstreaming OSH into education, as recommendations regarding effective teaching of OSH in education are also valid for the workplace, such as:
 - setting clear learning objectives focused on skills development
 - using a balance between theory and practice
 - using suitable teaching resources and methods
 - training supervisors, mentors and trainers in their role and in OSH
 - making OSH an integral part of other induction training
 - partnership — at the workplace level this includes partnerships with temporary employment agencies
 - ensuring a close link to working life
 - making OSH an integral part of doing the job right — at work and in vocational training;



- using peers, including more experienced young workers, and older, experienced workers as mentors. This provides a positive experience for new and more senior colleagues alike;
- using active, participatory learning methods, for example where young people learn to recognise hazards and examine and solve real work problems, and where possible do this in real workplaces;
- feeding the results of such student work back into the real workplace risk assessment and prevention process. This makes the exercise meaningful for youngsters and is of value to employers;
- using videos or virtual reality methods where access to real workplaces is not possible or to demonstrate high-risk situations;
- using competitions or other forms of recognition to motivate work on OSH projects or demonstration of OSH skills;
- linking the training to the acquisition of a recognised diploma or other evidence of vocational achievement that trainees can add to their CV and which enhances their employability;
- making OSH training and skills development an integral part of lifelong training and development. By law OSH should not be only a 'one-off' training at the start of work.

To sum up, firstly, training is only one part of the prevention process, complementary to preventing risks to young workers at source. A focus on education and training alone will not protect young workers from harm. Secondly, there are many factors relating to both education and the workplace that interact to influence the safety and health of young workers. Therefore, to improve the occupational safety and health of young people it is essential to both mainstream OSH into education and to mainstream the OSH of young people into workplace prevention activities at all levels. Activities and experiences to mainstream OSH into education can inform workplace practices, such as training. Equally, innovations in workplace training can inform practices for mainstreaming OSH into education. Therefore close cooperation between those involved with workplace safety and those involved in education will facilitate overall progress to improve young worker safety and health. Finally, examples of good practices exist in all areas, and therefore networking to exchange experiences and share resources is particularly useful.





**APPENDIX 1 — SUMMARY OF EU
LEGISLATION ON PREVENTING RISKS
TO YOUNG WORKERS**

Legislation — Protection for all

Every workplace should have a good health and safety management system which protects everyone. Within that system particular attention should be paid to the vulnerability of young workers and new starters.

Employers' duties to their workers, regardless of age, include:

- identifying hazards and carrying out a risk assessment — including not only youngsters working full-time but also any casual young labour, for example hired to help at weekends or school holidays and those on vocational training or work experience placements;
- putting in place arrangements for ensuring safety and health, based on the risk assessment, including any special arrangements for young workers or new recruits, with recruitment agencies, work experience and placement organisers, vocational training organisers, etc.;
- providing the necessary organisation including specified supervision arrangements, and having supervisors with the competence and time to carry out their role;
- identifying any special measures required for vulnerable individuals — including young workers and new recruits — and specifying clearly any prohibitions on young workers, for example on using dangerous equipment;
- providing information on possible risks in their jobs and prevention measures adopted;
- providing adequate training, instruction and information on recruitment, and following change of job or changes in the workplace;
- protecting particularly sensitive risk groups from the dangers that affect them, including the special needs of young workers;
- consulting with workers and their representatives and allowing them to participate in health and safety questions, including young workers themselves and consulting worker representatives over arrangements for young workers.

Legislation — Special protection for under-18s

A risk assessment must be carried out before young people start work, covering: the workplace; physical, biological and chemical agents; work equipment and its use; work processes, operations and work organisation; and training and instruction.

As a general rule under-18s must NOT be allowed to do work which:

- exceeds their physical or mental capacities;
- exposes them to substances which are toxic or cause cancer;
- exposes them to radiation;
- involves extreme heat, noise or vibration;
- involves risks that they are unlikely to recognise or avoid because of their lack of experience or training or their insufficient attention to safety.

Those under 18 but over the minimum school leaving age can do the above work under very special circumstances, where:

- the work is crucial for their vocational training;



- the work is performed under the supervision of a competent person;
- risks are reduced to the lowest level possible.

Young workers should not be allowed to do work where a significant risk remains, despite all efforts having been taken to control it.

There are restrictions on the working hours of young workers. They are also allowed more generous rest periods than other workers and they are not typically allowed to work nights.

For school children over 13, in those Member States that allow some children under the national minimum school leaving age to work, there are strict limitations on working hours, night work and categories of work and required rest periods according to age. They may only carry out 'light' work even when they are over the national minimum age for working. The parents or legal guardians of school-age children must be informed of the outcome of the risk assessment and the control measures adopted concerning their children's safety, before work starts.

Minimum requirements

The information given above is taken from the agency's Factsheet 64. It is based on the minimum requirements of Council Directive 94/33/EC on the protection of young people at work. The law may be stricter in some Member States, for example, regarding the minimum ages that children may work, limitations on working hours, authorisation requirements and prohibited tasks.

Further information

A link to the full text of Council Directive 94/33/EC on the protection of young people at work is available at: <http://osha.eu.int/data/legislation/18>

EU-OSHA Factsheet 64 (<http://osha.europa.eu/publications/factsheets/64>)

Young workers — Facts and figures (<http://osha.europa.eu/en/publications/reports/7606507>) Section 5.1 of this report contains some more information on European directives relevant to the OSH of young people





**APPENDIX 2 — OVERVIEW OF
MEMBER STATE LEGISLATION
AND GUIDANCE**

This appendix provides an overview of relevant laws, regulations, guidelines, recommendations and involved institutions in the Member States of the EU (EU-25). This is not a complete list of actions nor are these the only relevant actions and policies in place within the Member States. It is based on information gathered in 2006.

Austria

Legislation concerning young workers

The Children and Youth Employment Protection Act (Kinder- und Jugendlichen-Beschäftigungsgesetz) 1987 (KJBG), BGBl. II Nr 356/2001 regulates the working hours and safety and health aspects of young people aged 15–18, protecting them from work that starts too early or lasts too long and which is too difficult, dangerous or unsuitable for them.

- Permitted working hours: 8 hours a day (exceptions allow 9.5 hours)
- Permitted hours per week: 40 hours (exceptions possible)
- No weekend and night work (exceptions possible, e.g. in bakeries)

Verordnung Beschäftigungsverbote und -beschränkungen, (VO-KJBG), BGBl. I Nr 126/1997 is based on § 23 Kinder- und Jugendlichen-Beschäftigungsgesetz 1987 (Youth employment restriction and prohibition ordinance). It defines all areas of prohibition and restriction regarding companies (e.g. sex shops, casinos), chemical risks (e.g. carcinogenic substances), physical risks (e.g. X-rays), psychological and physical risks and dangerous work equipment.

Allgemeines Sozialversicherungsgesetz, (ASVG), BGBl.Nr 189/1955, BGBl. I Nr 140/2002 (Social insurance act) — §132 Jugendlichenuntersuchungen (Medical examination of young people)

Verordnung über das Wochenberichtsblatt für Jugendliche (Wochenberichtsblatt-Verordnung) 12. August 1987, StF: BGBl. Nr 420/1987 (Ordinance for youth regarding driving documentation)

ArbeitnehmerInnenschutzgesetz, BGBl. Nr 450/1994 (Safety and health act)

Bäckereiarbeiter/innengesetz 1996, BGBl.Nr. 410/1996 (Bakery act). Apprentices in bakeries are allowed to start work at 4 a.m., if the medical examination (based on §132 of the social insurance act) shows that the young worker is healthy.

Exemptions from the general laws and regulations

The KJBG lists exemptions from the general law for children older than 12: these include family businesses (without any employees), small jobs such as assisting in sports activities, collecting fruit and vegetables, and work in the home. These activities are forbidden if the work has a negative impact on safety and health of children.

Exceptions are permitted if the employer ensures regular safety advice to the young workers at workplace level as well as during vocational training in school. The exceptions are also linked to the time spent in vocational training and to the fact that a supervisor is regularly monitoring the OSH conditions at work.

The Labour Inspectorate is responsible for advising employers and employees and carries out checks to ensure that the health and safety regulations are observed.



Institutions issuing guidelines and recommendations include:

- The Ministry for Economy and Labour (Bundesministerium für Wirtschaft und Arbeit) (BMWA) (<http://www.bmwa.gv.at/BMWA/Schwerpunkte/Arbeitsrecht/Arbeitsschutz/PersonGruppe/default.htm>)
- The Austrian Labour Inspectorate (Die Österreichische Arbeitsinspektion) (<http://www.arbeitsinspektion.gv.at>)
- The Accident Insurance Company (Allgemeine Unfallversicherungsanstalt) (AUVA) (<http://www.auva.at>)
- The Austrian Federal Chamber of Commerce (Wirtschaftskammer Österreich) (WKÖ) (<http://portal.wko.at/wk/startseite.wk>)
- The Austrian Workers Federation (Die Bundesarbeiterkammer) (BAK) (<http://www.arbeiterkammer.at>)
- Union of salaried sector employees (Gewerkschaft der Privatangestellten) (GPA) (<http://www.gpa.at>)

Guidelines and recommendations include:

- The Ministry for Economy and Labour and the Labour Inspectorate publish all relevant information on legislation regarding young workers and a variety of guidelines for the implementation at company level:
 - <http://www.bmwa.gv.at/BMWA/Schwerpunkte/Arbeitsrecht/Arbeitsschutz/PersonGruppe/default.htm>
 - <http://www.arbeitsinspektion.gv.at/AI/Service/Publikationen/default.htm>
 - <http://www.arbeitsinspektion.gv.at/AI/Personengruppen/Jugendliche/default.htm>
- 'Eval.at' is the Austrian website giving support to companies, practitioners, labour inspectors and employees in the evaluation of risks at work. It has been developed and is maintained by the Accident Insurance Company (AUVA), the Austrian Federal Economic Chamber (WKÖ) and the Austrian Workers Federation (AKÖ). A special site (<http://www.eval.at>) is dedicated to the topic 'Youth and child employment' and gives advice on evaluating what types of work are permissible in view of current legislation. Forms and a checklist for practical use are available for download.
- The Austrian Accident Insurance Company (AUVA) offers videos on specific topics for young people, which can be rented free (<http://www.auva.at>).
- Special attention is paid to educating young people about OSH in schools, universities and vocational training. Guidelines and advice include the concept of lifelong learning as the success factor for the prevention of risks in all areas of life (traffic, work, leisure activities, homework) (<http://www.auva.at/mediaDB/80183.PDF>).

Belgium**Legislation concerning young workers**

- Legislation on child labour (under 15 years of age):



- Employment Act of 16 March 1971 amended by the Act of 5 August 1992 on child labour and by the Act of 21 March 1995 on labour by students and young people
- Royal Decree of 11 March 1993 on child labour, amended by Royal Decree of 31 May 1999.
- Legislation on the protection of children employed in ambulatory occupations: Act of 28 May 1888 on the protection of children in ambulatory occupations.
- Legislation on young workers (from 15 to 18 or 20 years of age):
 - Royal Decree of 21 September 2004 on protection of trainees, amended by Royal Decree of 30 September 2005
 - Royal Decree of 3 May 1999 on the protection of young persons at work, amended by Royal Decrees of 5 November 1999, 28 August 2002, 3 May 2003, 28 May 2003 and 21 September 2004 (Royal Decree of 3 May 1999 constitutes Chapter II of Title VIII (particular categories of workers and particular situations at work) of the Labour Welfare Code)
 - Royal Decree of 4 April 1972 prohibiting young workers under 16 years of age from carrying out underground work
 - Royal Decree of 4 April 1972 on night work of young persons
 - Royal Decree of 23 May 1972 on the employment of young persons on Sundays and holidays
 - Royal Decree of 9 June 1981 prohibiting workers between 18 and 21 years of age from doing certain underground work in mines and quarries.
- Legislation on welfare at work: Act of 4 August 1996 on workers' welfare at work.
- Legislation on compulsory education: Act of 29 June 1983 on compulsory education.

For the purposes of applying Belgian law:

- 'young workers' means workers who are minors aged 15 or more and no longer subject to compulsory full-time schooling; this definition is consistent with the concept of adolescent in Directive 33/94/EC;
- 'children' means minors aged less than 15 who are still subject to compulsory full-time schooling.

Article 2 of the Royal Decree of 31 May 1999 contains a definition of 'young person at work' which covers any worker referred to in points 2 to 5 of that decree and any worker who is a minor aged 15 or more and no longer subject to compulsory full-time schooling. Points 2 to 5 cover 'apprentices', 'student workers' and 'pupils and students'.

Article 2 of the Royal Decree of 21 September 2004 contains a definition of 'trainees'.

Section 8 and the Annex to the Royal Decree of 3 May 1999 regarding the protection of young persons at work define the types of work considered hazardous. The annex provides a list, which is non-exhaustive but rich in concrete examples, of work considered hazardous. All the social partners participated in drawing up this list. Moreover, every employer has to draw up, update and amend, at least once a year, a



risk analysis to identify any activity susceptible to specific risk and which could be included in the list of types of hazardous work.

The minimum age for engaging in hazardous work is 18 years, in accordance with Section 2, 8, 9 and 10 of the Labour Act of 16 March 1971, as well as Section 2 and 8 of the Royal Decree of 3 May 1999 on the protection of young people at work.

This prohibition is attenuated by a derogation contained in Section 10 of the Royal Decree, which permits young people to carry out types of work that are prohibited under Section 8 of the Royal Decree. This is allowed only if the work is within the framework of the young person's training and carried out in the presence of an experienced worker.

Moreover, the Royal Decree of 4 April 1972 prohibiting young workers under 16 years of age from performing underground work as well as the Royal Decree of 9 June 1981 prohibiting workers aged 18–21 from certain underground work in mines and quarries further limit the possibility of engaging young persons in hazardous work.

Exemptions from the general laws and regulations

In general, child employment is prohibited in Belgium. Child employment is the employment of minors who are still below the statutory school-leaving age. They may perform work or activities only in the context of their education.

Individual exemptions can, however, be granted for the participation of children as actors or performers in: performances of a cultural, scientific, educational or artistic nature; films and television or radio broadcasts; parades and fashion shows.

Exemptions are granted only for a specified period and for specified activities. These activities may under no circumstances take place later than 11 p.m. Participation in fashion parades and clothes shows may not take place later than 10 p.m.

Institutions issuing guidelines and recommendations include:

- Belgian Federal Public Service (FPS) Employment, Labour and Social Dialogue (<http://www.meta.fgov.be>) and the Belgian Labour Inspectorate
- Prévention et Intérim/Preventie en interim (P&I), an accident prevention service for the temporary agency work sector, covering all private and public sector temporary work agencies (<http://www.p-i.be>)
- Prevent (Institute for Health and Safety at Work) (<http://www.prevent.be>)
- NAVB/CNAC (<http://www.navb.be>): the Belgian Construction Safety and Health Committee
- Coprant Coordinating Safety Advisors Antwerp (Coördinerende Preventieadviseurs Antwerpen) (<http://www.coprant.be>)
- Prebes (Royal Flemish Association of Belgian Safety Experts, Education working group) (<http://www.prebes.be>)

Guidelines and recommendations include:

- Belgian Federal Public Service Employment, Labour and Social Dialogue (<http://www.meta.fgov.be/pa/paa/framesetnld00.htm>): booklets with information on the first job (*Wegwijs in ... de eerste job*), regulations on child labour (*Wegwijs in ... de reglementering op de kinderarbeid*), student labour (*Wegwijs in ... de studentenarbeid*).



- Prévention et Intérim/Preventie en interim: issues OSH information for the temporary agency work sector (and thus also to student workers and young temporary workers) via temp agencies, campaigns, its website, etc.
- Prevent: information on OSH and student workers, trainees, etc. in certain articles (e.g. PreventActua, <http://fr.prevent.be/p/689A76EC1F8196DAC1256AEE004A5484>)
- NAVB/CNAC: Dossier No 102 'Young workers in the construction sector' (http://www.navb.be/cgi-bin/MsmGo.exe?grab_id=6&page_id=6160896&query=jongeren&hiword=jongeren+)
- Coprant: Coördinerende Preventieadviseurs Antwerpen (Coordinating Safety Advisors Antwerp) is a network that focuses on safety and wellbeing in schools; it also issues information on the protection of trainees through a helpdesk (Helpdesk Stages; <http://www.coprant.be/infostages/index.htm>).
- Prebes: the working group on education tries to promote the mainstreaming of OSH into education

Czech Republic

Legislation concerning young workers includes:

- Employment Act No 435/2004 Coll., as amended
- Act No 262/2006 Coll., Labour Code, as amended (http://cz.osha.europa.eu/legislation/files/labour_code.pdf)
- Act No 258/2000 Coll. on public health protection, as amended
- Act No 20/1966 Coll. on public health provision, as amended
- Act No 251/2005 Coll. on Labour inspection, as amended
- Act No 561/2004 Coll. on preschool, primary, secondary, professional and other education (School Act), as amended (<http://www.msmt.cz/files/doc/hczakon561popravach.doc>)
- Decree No 288/2003 Coll. as amended, which stipulates work and workplaces forbidden to pregnant and nursing women and minors and conditions under which the minors can carry out the abovementioned work when in vocational training
- Government Regulation No 361/2007 Coll. laying down condition for protection of employees' health at work

Cyprus

Legislation concerning young workers

The Ministry of Labour and Social Insurance of the Republic of Cyprus is the main state agency for labour and social policy. It provides for social protection, employment, industrial training, labour relations, terms and conditions of employment and safety and health at the workplace (http://www.mlsi.gov.cy/mlsi/mlsi.nsf/dmlindex_en/dmlindex_en?OpenDocument).



Young persons at work in Cyprus are legally covered by the Protection of Young Persons at Work Act of 2001 (Law 48(I)/2001) (http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/dmllegislation_en/dmllegislation_en?OpenDocument).

[http://www.unhchr.ch/huridocda/huridoca.nsf/0/6B905CFAEFF7AFA8C1256BE50031F9FF/\\$File/G0213833.pdf?OpenElement](http://www.unhchr.ch/huridocda/huridoca.nsf/0/6B905CFAEFF7AFA8C1256BE50031F9FF/$File/G0213833.pdf?OpenElement)

The law provides for the protection of adolescents (aged 15–18) and young people (under 18) at work. Children 14 or older are allowed to work only within the framework of employment training, and with permission from the Minister of Labour and Social Insurance. The law also allows the employment of children for special cultural, artistic, athletic or advertising purposes, with permission of the minister, under certain conditions and for a set period of time. The law identifies the specific working conditions, hours of work and of rest periods, weekly rest and holidays, and establishes restrictions concerning night work. It sets forth employers' obligations and prohibits work that may create any kind of risk to a young person's or child's physical and mental health. It requires employers to carry out free medical examinations for young persons at work, and provides for special labour inspectors to deal with work of children and young persons.

A child of at least 14 who has successfully completed the gymnasium cycle (i.e. lower secondary education), or has been released from his/her obligation to attend school after approval from the Ministry of Education and Culture on the basis of the Primary and Secondary Education (Compulsory and Free of Charge Education) Law, can be placed, after special licence granted by the Minister of Labour and Social Insurance, in a combined work/training programme for the purpose of learning a trade. Other provisions include the following.

- Those who have not yet turned 16 can work a maximum of 7.75 hours in any one day or 36 hours in any week. Adolescents and young people can work a maximum of 7.75 hours in any one day or 38 hours a week.
- Young people who work for more than 4.5 hours must have breaks of at least 30 consecutive minutes.
- The time spent in an undertaking by an adolescent working under a combined work-training scheme shall be calculated as working time.
- Adolescents who work for more than one employer have their working days and working time calculated cumulatively.
- The daily work of adolescents attending schools of any type must begin at least two hours after the end of their lessons or end at least two hours before the beginning of their lessons.
- Overtime work by adolescents is prohibited.
- No adolescent may be employed in any work between 11 p.m. of any day and 7 a.m. of the following day except in certain cases that are provided by the regulations. However, adolescents are not allowed to work between midnight and 4 a.m.

Exemptions from the general laws and regulations

Work relating to the provision of domestic service in a private household or any work considered as not being harmful, damaging or dangerous to adolescents in a family undertaking is excluded from the scope of application of this law.



Denmark

Legislation concerning young workers

Denmark has had regulations on worker protection since 1873 when a government authority — the Danish Working Environment Authority (WEA) — was set up to supervise compliance with the law. The first worker safety act included a number of special rules on work performed by children and young people in factories and workshops. The latest regulations are Consolidation Act No 268 of 18 March 2005 on the working environment and Order No 239 of 6 April 2005 on young persons' work, which implements Council Directive 94/33/EEC of 22 June 1994.

- Work for young people under 18 years of age is regulated in both the Work Environment Act and in a special announcement regarding young people's work.
- Children under 13 years may not usually undertake occupational employment, but they may participate in cultural activities as agreed with the police.
- Young people aged 13–15 who are normally covered by the Danish compulsory education legislation may occupy themselves with specific limited tasks for brief periods, e.g. newspaper rounds, sales assistant jobs in shops and light cleaning.
- Young people under 18 may have occupational employment, but there are rules on the tasks and tools that they may work with.
- Young people aged 18–24 may work in any occupations, and the general work environment rules apply here.

Directive 94/33/EC was implemented in Denmark primarily by Act No 458 of 12 June 1996 amending Chapter 10 of the Working Environment Act. The Ministry of Labour issued Statutory Instrument No 516 of 14 June 1996 on the work of adolescents. According to the Danish authorities, the transposition of the directive and various actions by the monitoring agencies have increased awareness of the protection of young people in the workplace.

Estonia

Legislation concerning young workers

The Occupational Health and Safety Act applies to the work that pupils and students do during practical training. Among its provisions are the following.

In order to prevent physical and mental stress on workers, the employer is required to adapt the work to suit the workers as much as possible. When the workplace is designed and in the organisation of work, the physical, mental, gender and age characteristics of the worker must be taken into account, as well as changes in his or her capacity for work during a working day or shift, and the possibility of working alone for an extended period of time. Some of the other provisions of the legislation include:

Section 10. Female workers, minors and disabled workers

- (1) An employer shall create suitable working and rest conditions for minors.
- (2) Upon assigning work to minors, employers shall observe the restrictions provided by legislation to ensure their safety.



- (3) The occupational health and safety requirements for work of minors shall be established by the Government of the Republic.

The Republic of Estonia Employment Contracts Act (passed 15 April 1992), amended several times (<http://www.legaltext.ee/text/en/X1056K10.htm>)

Section 21. Restrictions on employment of minors

- (1) An employer shall not employ a minor under 15 years of age or a minor subject to the obligation to attend school, or require such minor to work, unless otherwise provided by law.
- (2) Minors aged 13–14 years and minors aged 15–16 years subject to the obligation to attend school are permitted to perform work where the nature of the tasks is simple and does not require great physical or psychological effort (classified as light work). The list of light work shall be established by a regulation of the Government of the Republic.
- (3) An employer shall not employ a minor or require a minor to work if the work:
 1. is beyond the minor's physical or psychological capacity;
 2. is likely to harm the moral development of the minor;
 3. involves the risk of accidents which it may be assumed cannot be recognised or avoided by a minor owing to his or her lack of experience or training;
 4. is likely to harm the minor's social development or jeopardise his or her education;
 5. involves health hazards to the minor arising from the nature of the work or from the working environment. The list of such work and hazards shall be established by a regulation of the Government of the Republic.
- (4) In order to enter into an employment contract with a minor, the written consent of the legal representative of the minor is required.
- (5) In order to enter into an employment contract with a minor aged 13–14 years, the employer is required to request the written consent of the labour inspector of the seat (residence) of the employer. In the request, the employer shall set out the data specified in clauses 26(1)(1–7), as well as data concerning the age of the minor and his or her obligation to attend school.
- (6) If the labour inspector ascertains that the work is not prohibited to be performed by a minor and that the working conditions of the minor are in accordance with the requirements specified in this act or in another legal act, the labour inspector shall issue the consent provided for in subsection (5) of this section to the employer.

Section 12. Minors

Minors enjoy equal rights with adults in employment relationships and disputes, and they have benefits prescribed by law, administrative legislation and collective agreements.



Finland

Legislation concerning young workers

The Young Workers' Act 998/1993 came into force on January 1994 and has been amended several times. The act applies to work done by a person under 18 years of age (young worker) in an employment relationship in the private or public sector.

More detailed provisions on young workers protection are laid down by a decree on the protection of young people (under 18) at work. Young workers must not do work which can be dangerous to their safety or health, harm their physical, mental, moral or social development, or jeopardise their education. Concerning the training of young workers, the employer has to make sure that young workers have sufficient knowledge of the work and of the hazards associated with it and that they are able to follow safe work procedures. A list of hazardous jobs has been provided by a decree of the Ministry of Social Affairs and Health, including work with hazardous machines, equipment, and tools and driving hazardous vehicles. Other risks listed include hazardous chemicals, high noise level, electricity, biological hazards, and heavy physical work (e.g. lifting heavy weights).

The Occupational Safety and Health Act 738/2002 applies to the work done by apprentices and students in connection with education (<http://www.finlex.fi/en/laki/kaannokset/2002/en20020738.pdf>).

According to the Young Workers' Act (1993), a valid employment contract may be concluded by a person aged 15 years on condition that they are no longer liable for compulsory school attendance. A child who has turned 14, or will do so during the calendar year, may be employed in very light work for a short period outside school hours with the permission of the parent or guardian. The parent or guardian also has the competence to rescind the contract of a person under 18 in the interest of the education, development or health of the minor.

The employer must ensure that the work is not hazardous to the physical or mental development of young workers, and that it does not require more exertion or responsibility than can be considered reasonable with respect to their age and strength.

In duties which might cause a special accident risk or a health hazard, or which might be hazardous to the young workers themselves or to others, a young worker may be used only under the conditions laid down by decree.

Special protective measures, such as training, education and medical examination, must be taken by the employer in connection with the employment of a young worker (Sections 9 to 11 of the act). The regular working time of a young person over 15 is the same as that of an adult employee in the same kind of work. As for overtime and emergency work, night work, shift work, and minimum daily rest, more restrictive conditions are prescribed in Sections 4 to 8 of the act. Thus, no more than 80 hours of overtime work per calendar year is permitted (without dispensation) for a young worker, and the working hours may not exceed 9 per day and 48 per week. The minimum daily rest is 12 consecutive hours and the minimum weekly rest is 38 hours, correspondingly. The hours of work shall fall between 6 a.m. and 10 p.m. The work of an employee under 15 is subject to even more far-reaching restrictions as regards working time.

A separate Decree on the Protection of Young Workers (1986, as amended) contains a list of jobs considered unsuitable for people under 18 or 16. These jobs include work involving risk of exposure to harmful radiation, work performed alone under risk of



violence, and work with psychiatric patients. However, the competent labour protection authority may grant exceptions from these rules on condition that such an exception is deemed necessary and the young person in question will work under proper surveillance. Exceptions from the rules on minimum age, explained above, may also be granted for cases where a child under 14 is occupied as a performing artist or an assistant in an artistic or cultural performance.

France

Legislation concerning young workers

- Ordonnance No 2000-174 of 22 February 2001 regarding the transposition of Directive 94/33/EC on the protection of young persons at work (Ordonnance No 2000-174 du 22 février 2001 relative à la transposition de la directive 94/33/CE du Conseil du 22 juin 1994 relative à la protection des jeunes au travail): modifies certain dispositions regarding night work of young persons and labour conditions under which minors under 16 year can work in certain establishments and professions. This stipulates the working conditions for young workers under 18 years.
- Decree No 80-857 of 30 October 1980 regarding agricultural establishments, amended by Decree No 87-809 of 1 October 1987 (Décret No 80-857 du 30 octobre 1980 portant extension aux établissements agricoles de dispositions des chapitres II, III et IV du titre III du livre II du code du travail relatives à l'hygiène et à la sécurité du travail, modifié par Décret No 87-809 du 1 octobre 1987 art. 4 V).
- Decree No 75-753 modifying the provisions of the Labour Code regarding the prohibition of certain work for women and young people (Décret No 75-753 modifiant les dispositions du code du travail relatives à l'interdiction de l'emploi des femmes et des jeunes travailleurs à certains travaux)
- These two decrees of 1975 and 1980 are adopted in the following articles of the Labour code: R.234-1 to R.234-6 and R.234-11 to R.234-23.
- Decree No 2003-812 of 26 August 2003 regarding conditions in a work environment of pupils younger than 16 (Décret No 2003-812 du 26 août 2003 relatif aux modalités d'accueil en milieu professionnel d'élèves mineurs de moins de seize ans)
- Law No 001-582 of 4 July 2001 concerning the autonomy of young persons between 16 and 25 years (Loi No 2001-582 du 4 juillet 2001 relative à la mise en place d'une allocation d'autonomie pour les jeunes de seize à vingt-cinq ans.): creates a national commission for the autonomy of youngsters (commission nationale pour l'autonomie des jeunes)

Exemptions from the general laws and regulations

France's first social law (1841) regulated child labour in manufacturing industry. Nowadays, except for certain exemptions (theatrical performances, light work during school holidays, periods of practical work experience) the law prohibits the hiring of children who have not yet completed their compulsory schooling, i.e. those under the age of 16. Children may, however, 'help out' informally in a family business (referred to as 'entraide'), in circumstances where there can be no question of a contract of employment.



In certain sectors, circular letters have stipulated conditions under which young people may work in spite of the restrictions. This is the case in the electricity sector (circulaire du ministère de l'emploi et de la solidarité (DRT) du 12 décembre 1997 sur la prévention des risques d'origine électrique dans le cadre des formations dispensées par les établissements scolaires) and the operation of mobile machinery (dans le cadre des formations en alternance) (circulaire DRT du 10 avril 2002).

Institutions issuing guidelines and recommendations include:

- The French Ministry of Labour and Employment (<http://www.travail.gouv.fr>)
- National Research and Safety Institute (INRS, Institut National de Recherche et de Sécurité) (<http://www.inrs.fr>)
- National Health Insurance Fund for Employees (CNAMTS, Caisse Nationale de l'Assurance Maladie des Travailleurs Salariés)
- Regional Health Insurance Funds (CRAM, Caisses régionales d'assurance maladie)
- Eurogip
- The National Council on Education of Safety and Health at Work (Conseil National pour l'Enseignement en Santé et Sécurité au Travail, CNES&ST) is an advisory body to the National Health Insurance Fund for Employees (CNAMTS) and the French Ministry of Education, within the framework of a protocol regarding education on occupational risks (<http://www.eprp-france.com/index.htm>).

Guidelines and recommendations include:

INRS: Le Roy, A., 'Les jeunes travailleurs', *Travail et sécurité*, No 640, May 2004, pp. 10–11.

Germany

Legislation concerning young workers

- The basic legal protection for young workers in Germany is the Youth Employment Protection Act ('Jugendarbeitsschutzgesetz', BGBl I 1976, 965)
- Child Labour Protection Ordinance ('Kinderarbeitsschutzverordnung') is based on § 5/4a of the 'Jugendarbeitsschutzgesetz'
- The Accident Prevention Regulations ('Unfallverhütungsvorschrift', 'UVV') are occupational safety and health regulations which the accident insurance institutions enact in the form of 'autonomous bylaws'. Section 15 of Vol. 7 of Germany's 'Sozialgesetzbuch' (Code of Social Law, SGB VII, 7 August 1996, BGBl. I S. 1254)
- Youth industrial safety investigation regulation ('Jugendarbeitsschutzuntersuchungsverordnung' vom 16. Oktober 1990 (BGBl. I S. 2221). Based on § 46 /1 and § 72 / 3 of the 'Jugendarbeitsschutzgesetzes' of 12 April 1976 (BGBl. I S. 965)
- Vocational Training Act ('Berufsbildungsgesetz' (BBiG) of 23 March 2005, Federal Law Gazette (BGBl), Part I, p. 931)



Exemptions from the general laws and regulations

The Child Labour Protection Ordinance ('Kinderarbeitsschutzverordnung') enacts the exceptions for children aged 13–15, if the work is appropriate and easy to do, for:

- agriculture and small jobs such as delivering newspapers and assistance in sports activities;
- bakeries, restaurants, cultural events, etc.;
- non-profit activities of churches and political parties.

These activities remain illegal if the work has an negative impact on safety and health of children. To determine whether this is the case, medical examinations based on the 'Jugendarbeitsschutzuntersuchungsverordnung' (medical examination of young people) have to be undertaken.

Institutions issuing guidelines and recommendations include:

Federal Ministry for Labour and Social Affairs (Bundesministerium für Arbeit und Soziales) (<http://www.bmas.bund.de/BMAS/Navigation/arbeitschutz.html>)

The federal states (*Länder*) of Germany and their competent authorities have their own information strategy regarding health and safety and young workers. They provide training material and guidelines on a variety of topics. They give advice and provide people with specific information on legislation. Some examples are:

- Ministerium für Arbeit und Soziales in Baden-Württemberg (<http://sozialministerium.baden-wuerttemberg.de/de/Jugendarbeitsschutz/80326.html>)
- The Landesinstitut für Arbeitsschutz, Gesundheitsschutz und technische Sicherheit Berlin (<http://www.berlin.de/lagetsi/index.html>)
- Amt für Arbeitsschutz Hamburg (<http://fhh.hamburg.de/stadt/Aktuell/behoerden/bsg/verbraucherschutz/arbeitschutz/start.html>)
- Ministerium für Soziales, Frauen, Familie und Gesundheit Niedersachsen (http://www.ms.niedersachsen.de/master/C15500171_N2858156_L20_DO_I674.html)
- Ministerium für Soziales, Familie und Gesundheit in Thüringen (<http://www.thueringen.de/imperia/md/content/tmsfg/abteilung2/arbeitschutzfibel/arbeitschutzfibel.pdf>)
- Bundesanstalt für Arbeitsschutz und Arbeitsmedizin (BAuA) (Federal Institute for Occupational Safety and Health) issues general guidelines for safe and healthy workplaces with a variety of material targeting young workers, for example in the field of noise protection (http://www.baua.de/en/Homepage.html__nnn=true)
- Hauptverband der Gewerblichen Berufsgenossenschaften (German Federation of Institutions for Statutory Accident Insurance and Prevention) (<http://www.hvbg.de/e/pages/index.html>)

Guidelines and recommendations include:

- The Federal Ministry for Labour and Social affairs (Bundesministerium für Arbeit und Soziales) (<http://www.bmas.bund.de/BMAS/Navigation/Service/suche,did=18410.html>; <http://www.bmas.bund.de/BMAS/Navigation/root,did=142030.html>)
- This ministry offers several publications on the topic, especially for young people starting a job or working as an apprentice.



- The federal state of North-Rhine Westphalia offers a website with helpful information (<http://www.jaau.nrw.de/start.html>). Its activities include the project 'takecare.de' and the development of a website for young people (<http://www.take-care.universum.de>). FAQ, online-advice, e-learning and other tools and facilities provide more and better information for young people starting work.
- The German Federation of Institutions for Statutory Accident Insurance and Prevention (Hauptverband der Gewerblichen Berufsgenossenschaften) offers a wide range of material and guidelines and has programmes for young workers (http://www.hvbg.de/d/pages/presse/hintergrund/pdf_images/ferienjobber.pdf).
- The Federal Institute in North-Rhine Westphalia (LAFA) offers specific guidelines regarding the protection of young workers in the field of hospitals, chemicals handling, construction, the meat industry, cleaning, working with animals, the wood industry, the metal industry, agriculture and landscaping. Target groups are companies, social partners, schools, the labour inspectorate and supervisors (<http://www.arbeitsschutz.nrw.de/bp/topics/Zielgruppen/Kinder/index.html>).
- Landeszentrale für Gesundheitsförderung in Rheinland-Pfalz e.V. regularly publishes the latest information for young people (<http://www.lzg-rlp.de>).
- A special service for the public and all interested groups that exists as an online information portal is KomNet (<http://www.komnet.nrw.de/index.php>). It is based on an information database and a network of experts and practitioners, who are answer questions in the field of 'work, health and employability'. The user can either search in the database or, if the answer is not yet available, get the information free by e-mailing or phoning to the service centre. The topic 'Young Workers' is part of the database.
- 'Prävention-Online' is an Internet-based platform for OSH information that offers the facility for users to help other users find solutions at workplace level (http://www.praevention-online.de/pol/such_frames.html?jugendliche). The theme 'Young workers and children' currently contains more than 400 pieces of information, including the latest publications, guidelines and discussions and decisions made at the political level.

Greece

Legislation concerning young workers

Presidential Decree 62/98 'Introduction of measures to protect young people at work' implements the young workers directive (94/33/EC).

Institutions issuing guidelines and recommendations include:

- General Directorate of Working Conditions and Health, the authorised agency in the Ministry of Employment and Social Protection for safety and health at work issues (<http://www.ypakp.gr/index.php?ID=qrVgEOANTPxmuGeJ>)
- Hellenic Institute for Occupational Health and Safety (ELINYAE) (<http://www.elinyae.gr/en/index.jsp>)

Guidelines and recommendations include:

Information on OSH and young workers and mainstreaming OSH into education can be found at <http://www.ypakp.gr/index.php?ID=J2hMPDZJcHlfmpar#684>



Hungary

Legislation concerning young workers

The legal regulation of OSH and its institutions is based primarily on the Constitution of the Republic of Hungary and the Labour Protection Act (Act XCIII of 1993), Act CLIV of 1997 on Public Health and Act XI of 1991 on the National Public Health Service.

After several years of preparation and negotiations with the social partners, the legal regulation of occupational safety and health was given a new foundation by the Labour Protection Act (Act XCIII of 1993), and the system of legal regulation of OSH is almost fully harmonised with the *acquis* of the European Union: harmonisation was completed in 2002.

Since 1998 Hungary has not permitted the employment of people under 15, whether formally or not. The Labour Code stipulates a maximum of 8 hours' work a day and 40 hours in a week for young workers. If daily work hours exceed 4.5 hours a 30-minute break must be guaranteed. Daily resting time for young workers is at least 12 hours and night shifts, standby and overtime are prohibited.

Employability of youngsters in Hungary is regulated by decree of the Minister of Health. Exposition and loads prohibited or subject to limitation for youngsters (e.g. heavy physical work, ionising radiation, whole-body vibration, mercury, lead, toxoplasmosis, measles) are listed in the above decree. A fitness-for-job examination is mandatory every year for young workers.

The Department of Occupational Health of the National Institute of Occupational Health (Országos Munkahigiénés és Foglalkozás-egészségügyi Intézet, OMFI) has a section devoted to carrying out professional and career fitness examinations for young people.

Ireland

Legislation concerning young workers

The Health and Safety Authority (<http://www.hsa.ie/>) is the national body in Ireland with responsibility for securing health and safety at work. It is a state-sponsored body, operating under the Safety, Health and Welfare at Work Act of 2005 (<http://www.oireachtas.ie/documents/bills28/acts/2005/a1005.pdf>) and reports to the Minister for Enterprise, Trade and Employment.

The Protection of Young Persons (Employment) Act of 1996 (<http://www.irishstatutebook.ie/ZZA16Y1996.html>) enforces the health and safety of young people in Ireland. In the act, 'child' refers to 'a person who is under 16 years of age or the school-leaving age, whichever is the higher', and 'young person' refers to 'a person who has reached 16 years of age or the school-leaving age (whichever is higher) but is less than 18 years of age'. The law acknowledges Directive 94/33/EC.

The Protection of Young Persons (Employment) (Exclusion of Workers in the Fishing or Shipping Sectors) Regulations of 1997 allows an employer in the fishing or shipping sectors to employ a young person in either of those sectors on terms other than those specified in paragraph (a) or (b) of Section 6(1) of the Protection of Young Persons (Employment) Act, 1996 (No 16 of 1996), provided that any young person so employed



who is assigned to work between the hours of 10 p.m. in any one day and 6 a.m. on the following day is allowed equivalent compensatory rest time.

Young workers are included in the general OSH strategy 2004–09 that applies to all workers (http://publications.hsa.ie/getFile.asp?FC_ID=466&docID=226). The strategy was devised to take account of enforcement and prevention, and to reach all employers and employees, to facilitate future change at the individual and collective levels by showing that the adoption of healthy and safe work practices is of value to individuals, to businesses, and to the economy as a whole, and to meet the needs of customers by understanding both the risks (potential and actual) which they face and delivering innovative solutions which address their needs and impact.

Italy

Legislation concerning young workers

Law No 977 of 17 October 1967 concerning the protection of children and adolescents

This law addresses the issues of age limit, arc welding and cutting, cold workplaces, dangerous work, heavy work, hot workplaces, toxic substances and work in confined spaces, and requires that:

- any work by children or adolescents is subject to pre-employment and periodic medical examinations;
- certain kinds of work are prohibited: underground work, mineral extraction, carrying or transporting of loads in particularly uncomfortable or dangerous situations, manoeuvring of railway wagons, night work;
- for work involving the lifting or carrying of loads, maximum limits are imposed: for manual transport, 10 kg (boys under 15), 5 kg (girls under 15), 20 kg (male adolescents), 15 kg (female adolescents). When the transport is with the aid of wheeled carriages, these limits are increased, depending on the type of carriage.

Presidential Decree No 432, dated 20 January 1976, determines certain dangerous, onerous and unhealthy occupations covered by Article 6 of Act No 977 of 17 October 1967 respecting the protection of children and young persons in employment.

This decree lists over 140 trades and occupations in a wide range of industrial sectors (processes involving toxic metals, electric arc welding and cutting, work in foundries, electroplating, manufacture of electric accumulators, hazardous chemicals in general (acids, corrosives, toxic substances, etc.), abrasives, certain construction processes, generation, transformation and distribution of electricity, work in confined spaces, etc.), in agriculture (use of pesticides, work in rice fields, refrigerated stores, tractors, etc.) and in commerce (wholesale trade in pesticides, refrigerated warehouses, loading and unloading trucks, preparation of mud packs in spas and hydrothermal establishments, some nursing and paramedical occupations, petrol pump attendants, etc.), some of which are prohibited for children under 16 and girls under 18, with others being open to young persons, on condition that prior authorisation is obtained from the provincial labour inspectorate.

Presidential Decree No 479 introduces further conditions for periodic medical examinations, and, in particular, a new medical examination of any minor to be engaged in work in rice fields, in the application of weed-killers, in any work involved in the artificial ripening of fruits and vegetables and in work involving exposure to pesticides.



Several measures have been taken with a view to systematic coordination of all operations in the field of child labour. The social partners have been involved, for example, in a National Coordination Board against child labour, and there are also a number of important sectoral agreements in order to combat child labour.

Latvia

Legislation concerning young workers

Latvia's OSH regulations include the labour law (effective since 1 June 2002, amended 12 December 2002) and the labour protection law (effective since 1 January 2002). Under Section 37 of the labour law, it is prohibited to employ in permanent work a child under 15 years of age or someone who is still acquiring basic education (generally someone up to the age of 18). However, there are several exceptions to this general rule. In exceptional cases children from the age of 13, if one of the parents (or a guardian) has given written consent, may be employed outside of school hours doing light work not harmful to the safety, health, morals and development of the child. The Cabinet of Ministers determines jobs in which it is permitted to employ children. Another exception relates to the employment of children in cultural, artistic, sporting and advertising activities. The labour law stipulates that provided one of the parents has given written consent and a permit from the state labour inspection authority has been received, a child may be employed as a performer in cultural, artistic, sporting and advertising activities if such employment is not harmful to the safety, health, morals and development of the child. In both cases such employment shall not interfere with the education of the child.

The labour law prohibits the employment of adolescents (aged 15–18) in certain jobs that may pose an increased risk to their safety, health, morals and development. The Cabinet of Ministers determines those jobs in which the employment of adolescents is prohibited and exceptions when employment in such jobs is permitted in connection with the occupational training of the adolescent.

In order to protect young workers, the labour law provides that an employer has a duty, before the contract of employment is signed, to inform one of the parents (or guardian) of the child or adolescent about the assessed risk of the working environment and the labour protection measures at the relevant workplace. Moreover, people under 18 years of age may only be hired after a medical examination and until they turn 18 they have a mandatory medical examination once a year. Special measures to protect young workers also include limits on working hours, and prohibition of overtime work and night work. Under Section 115 of the Labour Law, parents (guardians) or the state labour inspectorate may request in writing the termination of the employment of a person who is under 18 years of age if such person is doing work that jeopardises his or her safety, health or morals or negatively affects his or her development or education. An employer, upon receiving the request, has a duty within a five-day period to terminate the employment of the employee and pay them compensation amounting to not less than a month's average earnings.



Lithuania

Legislation concerning young workers

The employment of young people under 18 is regulated by:

- the Labour Code of the Republic of Lithuania
- the Law on Occupational Safety and Health of the Republic of Lithuania (1 July 2003 No IX-1672 Vilnius (as amended by No IX-2507 of 26 October 2004)), Article 36 on the work of young persons (<http://www3.lrs.lt/c-bin/eng/preps2?Condition1=249611&Condition2=>);
- Resolution No 138 of 29 January 2003 approving the procedure for employment, health examinations and capability to perform specific work for persons under 18 years of age and approval of the list relating to duration of work, banned work and factors hazardous and harmful to health;
- Resolution No 139 of 29 January 2003 on approval of conditions and procedures for determining professional readiness of people under 18 years of age.

Luxembourg

Legislation concerning young workers

Young Workers Protection Act of 23 March 2001 (Loi du 23 mars 2001 concernant la protection des jeunes travailleurs) (amending the act of 28 October 1969 on the protection of children and young workers). This act prohibits the employment of children (minors up to the age of 15) other than in the context of their education or the family household, and their participation in public performances or events is permissible only where it serves artistic, scientific or educational interests. Adolescents up to the age of 18 are classed as young workers, and their employment is subject to special protective provisions as regards working hours, overtime, work on Sundays and public holidays and night work. In addition, young workers must not be employed on work which is disproportionately stressful to their physical or mental health, including piecework or conveyor-belt work where pay is governed by the speed of work. The (annex of the) law provides a list of work situations which are prohibited for young workers. The law allows individual authorisations for work by children in cultural, artistic, sporting, advertising or fashion activities. Employers are also obliged to carry out a risk assessment when employing adolescents between 15 and 18 years old.

Regulation of 4 July 1994 regarding the conditions of aid and contributions for the promotion of apprenticeships (Règlement grand-ducal du 4 juillet 1994 modifiant le règlement grand-ducal du 29 août 1988 fixant les conditions et les modalités des aides et primes de promotion de l'apprentissage)

Regulation of 19 March 1991 concerning obligatory accident insurance for educational activities in institutions from preschools to universities (Règlement grand-ducal du 19 mars 1991 portant modification du règlement grand-ducal du 30 mai 1974 portant extension de l'assurance obligatoire contre les accidents aux activités préscolaires, périprescolaires, scolaires, périscolaires, universitaires et périuniversitaires)



Regulation of 10 August 1982 regarding the conditions of apprenticeships (Règlement grand-ducal du 10 août 1982 fixant les conditions et modalités des stages de formation et des stages probatoires prévus à l'article 1er alinéa 2 de la loi du 22 juillet 1982 concernant l'occupation d'élèves et d'étudiants pendant les vacances scolaires)

Regulation of 28 July 1982 concerning the contract type between the employer and the pupil or student (Règlement ministériel du 28 juillet 1982 établissant le contrat type dans les relations entre l'employeur et l'élève ou l'étudiant)

Act of 22 July 1982 regarding the work of pupils and students during school vacations (Loi du 22 juillet 1982 concernant l'occupation d'élèves et d'étudiants pendant les vacances scolaires). In Luxembourg, schoolchildren and students (interpreted as covering young people aged 15–25 who are still in full-time education) may be employed for up to two months per year during their holidays, as long as they are hired under a special individual contract whose content conforms with a proforma laid down by law. Failing the conclusion of such a contract, there is a legal presumption that an ordinary contract of employment exists. Their pay must amount to at least 80 % of the minimum wage.

Institutions issuing guidelines and recommendations include:

- Ministry of Labour (Ministère du Travail et de l'Emploi) and Labour and Mining Inspectorate (l'Inspection du Travail et des Mines)
- Ombuds-Comité fir d'Rechter vum Kand (file://localhost/ORK, <http://www.ork.lu/>) (Act of 25 July 2002/Loi du 25 juillet 2002 portant institution d'un comité luxembourgeois des droits de l'enfant, appelé 'Ombuds-Comité fir d'Rechter vum Kand' (ORK)). The ORK's mission is to watch over and to promote the rights of children (persons under 18).
- AK Luxembourg (Arbeiterkammer/Chambre du Travail/Chamber of Labour) (<http://www.ak.lu>)
- CEP-L (Chamber of Private Employers Luxembourg/La Chambre des Employés Privés) (<http://www.cepl.lu/ceplweb/index.html>)

Guidelines and recommendations include:

Labour and Mining Inspectorate: leaflets regarding legislation (such as http://www.itm.public.lu/droit_travail/fiches_informatives/fi_protection_jeunes_travailleurs_01oct05.pdf)

ORK: guidance regarding working rights of young people (<http://www.ork.lu/droitsenfant.html>)

AK Luxembourg: explanations of legislation (such as 2003/1 Young workers) (<http://www.ak.lu/doc/ByYear.asp?Year=2003&CatId=2>)

CEP-L: leaflets on legislation (e.g. <http://www.cepl.lu/ceplweb/F400.htm>)

Malta

Legislation concerning young workers

Young people at work in Malta are legally covered by:



- the Protection of Young Persons at Work Places Regulations of 2000 (<http://docs.justice.gov.mt/lom/Legislation/English/SubLeg/424/10.pdf>);
- the Protection of Young Persons at Work Places (Amendment) Regulations of 2004 (http://www.ohsa.org.mt/docs/laws/ohs_In_283_04.pdf).

The regulations stipulate the precautionary measures required at the workplace to maintain a safe environment, including the type of environment and the length of time for which youths below 18 can work. The regulations also prohibit work by children. For the purposes of this law, 'adolescent' means a young person of compulsory school-going age; 'child' means a young person under 15; 'young person' means a person under 18, and includes a child and an adolescent.

The Netherlands

Legislation concerning young workers

- Arbeidstijdenwet (Working Time Act)
- Arbeidsomstandighedenwet (Arbowet; Working Conditions Act) and Arbeidsomstandighedenbesluit (Arbobesluit; Working Conditions Decree)
- Nadere regeling kinderarbeid (Detailed rules on child labour of 13 December 1995)
- Guidelines on non-industrial (auxiliary) work of a light nature
- Beleidsregels (guidelines) on exemptions from the ban on child labour
- Certain individual provisions in the Pesticides Act and Pesticides Decree, the Radiation Protection (Atomic Energy Act) Decree, and the Drank- en Horecawet (Alcoholic Beverages, Hotels and Catering Act).

In addition to the general provisions in the Arbowet, the general obligation to ensure safe and healthy working conditions, and the obligations to make a risk inventory and assessment and to give advice and instruction, the Arbobesluit also contains a number of absolute prohibitions on work by people under 18. Moreover, certain jobs involving an increased risk may be performed by 16- and 17-year-olds only under proper supervision. If proper supervision cannot be organised in such a way as to avert any danger, the work in question may not be performed by these employees. For those aged under 16, such work is totally forbidden. As regards risk inventories and assessments, specific requirements are laid down for employers who regularly or occasionally employ young people.

The Arbobesluit lists the types of work which, because of their nature or the conditions under which they are performed, are regarded as harmful to the physical or mental health, or safety, of children, and which workers aged under 18 may therefore not perform or perform only subject to certain conditions.

In the Netherlands, the legal framework for the performance of work by people under 18 consists of the Working Time Act (ATW) and the Nadere regeling kinderarbeid (detailed rules on child labour) derived from it, the guidelines on non-industrial (auxiliary) work of a light type, the Beleidsregels (guidelines) on exemptions from the ban on child labour, as well as the Arbowet and the Arbobesluit based on it. In addition, there are certain individual provisions in the Pesticides Act and Pesticides Decree, the Radiation Protection (Atomic Energy Act) Decree, and the Alcoholic Beverages, Hotels and Catering Act.



In the Working Time Act (ATW), a distinction is made between a child (a person aged under 16) and a young worker (a person aged 16 or 17). The rule is that any person aged under 18 who performs work permitted under the ATW is a young worker for the purposes of the Arbowet and the Arbobesluit. Thus, not only the provisions in the ATW but also those in the Arbowet and the specific provisions for young persons in the Arbobesluit apply in full. In principle, work by people under 16 is forbidden. However, an exception may be made for children aged 12 or over. Children aged 13–15 may, within certain limits, perform non-industrial (auxiliary) work of a light nature. Children aged 12 can perform such work as a form of alternative punishment for an offence.

Regulations distinguish between young people aged 16 and 17, children aged 15, and persons aged 13 and 14. The older the person is, the more opportunities there are to work. For 13-, 14- and 15-year-olds, a distinction is made between days on which they must attend school and days when this is not the case.

Institutions issuing guidelines and recommendations include:

- Ministry of Social Affairs and Employment (<http://www.minszw.nl>) and the Labour Inspectorate (<http://www.arbeidsinspectie.nl>)
- Arbo.nl (<http://www.arbo.nl>), the Dutch national site on OSH, absenteeism, and reintegration
- Jongeren Informatie Punt information point for young people (<http://www.jip.org>)

Guidelines and recommendations include:

- Ministry of Social Affairs and Employment: information leaflet (Arbo-informatieblad) on young workers (<http://www.sdu.nl/catalogus/Sociaal/9012107539.jsp>)
- Ministry of Social Affairs and Employment: Jongerenloket: a small website with information for young people and a page on OSH (http://jongerenloket.szw.nl/index.cfm?fuseaction=dsp_rubriek&rubriek_id=60000&link_id=0&top_item=3358)
- Arbo.nl: OSH information for employees, employers and OSH experts (e.g. legislation on children and young workers (<http://www.arbo.nl/detailhandel/tankstations/wettenenregels/arbowetenregelgeving/jeugdigen>))
- Jongeren Informatie Punt (<http://www.jip.org>): a page with OSH information for young people (http://www.jip.org/lan/docs/werken_omstandigheden.html)

Poland

Legislation concerning young workers

There are no separate provisions protecting the work of young employees (aged 18–29). People of this age are encompassed by the general provisions of the law. According to articles 10 and 11 of the Civil Code applicable in the labour law on the grounds of article 300 of the Labour Code, people over 18 are regarded as adults and as such benefit from the same protection as the workforce as a whole.



The general duties of the employer concerning persons starting work (including young people) have been laid down in Division Ten of the Labour Code: Safety and Hygiene at Work.

The employer has the following basic duties in relation to people starting work.

- The employee should be sent for an initial medical examination and tests prior to commencing work. On the basis of that examination, the doctor responsible for the healthcare of employees issues a certificate stating there are no contraindications for work at the given work position. In the event of contraindications, the employer cannot employ the candidate. All employees are given the initial medical examination and tests prior to commencing work with a given employer, as well as employees who are transferred to a position that involves harmful effects to health or hard working conditions. A young worker is subject to the initial medical examination and tests before any change in post. The scope of the medical examination and tests is specified in the regulation of the Minister of Health and Social Care of 30 May 1996.
- The duty to train employees is also very important (this is particularly relevant to young employees). It is forbidden to admit an employee to work if they do not possess the appropriate qualifications or necessary skills as well as sufficient knowledge of safety and hygiene at work (Article 2 373 § 1 of the Labour Code). Detailed principles of training in safety and hygiene at work are specified in the regulation of the Minister of Work and Economy of 27 November 2004 (*Journal of Laws*, No 180, item 1 860). During the initial training employees learn about basic safety and hygiene at work, as well as first aid. Further training is carried out before the employee can do a job that involves hard physical work position or exposure to harmful factors.
- Before an employee is permitted to work, they must be equipped with items of individual protection and working clothes and footwear, if necessary.

According to Polish law (Article 190 § 1 of the Labour Code) a young person is someone at least 16 but less than 18 years of age. (Protection of work of young people has been regulated in Division Nine of the Labour Code (Articles 190–206) in the following respect: stability of employment; special health protection of young people; duration of work; overtime work and night work (prohibited employment); annual leave and the duty of improving education or vocational training). The most significant provision from the point of view of special health protection of young people is the regulation of the Council of Ministers of 24 August 2004 concerning the list of prohibited work for young people and the terms of employment in some of the jobs listed (*Journal of Laws*, No 200, item 2 047). This regulation implements the provisions of Directive 94/33/EC on the protection of young people at work.

Portugal

Legislation concerning young workers

Young persons at work in Portugal are legally covered by:

- Decree-Law No 441/91 of 14 November 1991 concerning the framework for safety and health in the workplace (http://www.ilo.org/dyn/cisdoc/cisdoc_legosh.view_record?p_mfn=58259&p_ctry=prt&p_lang=E)



- The 1991 decree-law establishes the basic safety and health standards for workplaces, in compliance with the obligations implied by the ratification of ILO Convention 155. It covers the general principles of occupational health and safety; a system for the prevention of occupational risks; the rights and obligations of employers (general obligations, information to and consultation with workers, workers' representatives, OSH committees, training of workers, organisation of OSH activities); workers' obligations; other instruments for action (education, training and information; investigation and specialists; training; standardisation; authorisations and permits to work; statistics on accidents and occupational diseases; inspection).
- Occupational Safety and Health — Annotated Legislation (http://www.ilo.org/dyn/cisdoc/cisdoc_legosh.view_record?p_mfn=76519&p_etry=prt&p_lang=E)
- The Occupational Safety and Health — Annotated Legislation has a specific focus on child labour and covers: general safety, health and conditions of work; the framework of occupational safety and health; work organisation; protection of particular groups (children, women, expectant and nursing mothers); physical hazards (noise, ionising radiation); chemical hazards (asbestos, carcinogens, lead, vinyl chloride); biological hazards; occupational accidents; major accidents; regulations for industrial and commercial activities; compensation of occupational accidents and diseases; recognised occupational diseases.
- Law No 100/97 (http://www.ilo.org/dyn/cisdoc/cisdoc_legosh.view_record?p_mfn=76564&p_etry=prt&p_lang=E) approves the new legal framework for occupational accidents and diseases. The law introduces the new legal framework for the compensation of occupational accidents and diseases in Portugal, and covers all workers employed by others (whether paid or not), including foreign workers and citizens and residents of Portugal employed by Portuguese companies abroad.

The legal rules concerning work by children are mainly included in the Legal Regime for Individual Labour Contracts — Chapter VIII — Articles 121 to 125 — approved by the Decree-Law No 49408, of 24 November 1969, with the wording given to it by Decree-Law No 396/91, of 16 October, Law No 58/99, of 30 June, and Law No 118/99, of 11 August (<http://www.gddc.pt/direitos-humanos/temas-dh/pdfs/edr-english-short.pdf>).

Slovakia

Legislation concerning young workers

- Constitution of the Slovak Republic, 1 September 1992
Article 38
Women, minors and disabled persons enjoy more extensive health protection at work and special working conditions.
Minors and disabled persons shall enjoy special protection in employment relations and special assistance in training.
A law shall lay down details on the rights defined in paragraphs 1 and 2.
- Labour Act No 311/2001, amended by Act No 165/2002, Act No 408/2002, Act No 413/2002 and Act No 210/2003
- The Labour Code



- Act of the Slovak Parliament (SP) No 330/1996 C.o.l on safety and health protection at work with later amendments (standardises education and training)
- Act of the Slovak Parliament (SP) No 272/1994 C.o.l. on health protection
- An edict of the Slovak Ministry of Labour and Social Affairs guaranteeing safety and health protection at work and safety of technical equipment

Institutions issuing guidelines and recommendations include:

- The Ministry of Labour and Social Affairs and Family of the Slovak Republic
- National Labour Inspectorate (NIP; <http://www.safework.gov.sk>) One of the activities of the NIP is the implementation of labour regulations stipulating the formation, modification and termination of employment relations and working conditions, including those for women, adolescents and employees with a reduced working capacity
- The Institute for Labour and Family Research (previously the Bratislava Centre for Work and Family Studies) (www.sspr.gov.sk)

Slovenia

Legislation concerning young workers

- Occupational Safety and Health Act adopted in July 1999, which is in agreement with Directive 89/391
- Employment Relationships Act of 24 April 2002 (<http://www.gov.si/mddsz/index.php?CID=394&L=en&T=Y>)
- Article 194 (General): Workers under the age of 18 shall enjoy special protection in their employment relationship.
- Regulations of 30 March 2004 on the authorisation for work of children less than 15 years old defines the procedures and conditions under which children less than 15 may work. Authorisation can be granted for participation in films and others cultural events, sport activities and, if the child is older than 13, for light work during holidays as set forth in the regulations on occupational safety and health of children. Authorisation is granted for a period which cannot exceed one year.
- Regulations of 9 July 2003 on health protection at work of children, teenagers and young persons aims at ensuring the health, physical and moral development of children, teenagers and young persons at work and in relation to work. It provides for the definition of 'light work', establishes general duties of the employer and lists tasks that cannot be performed by young people because of exposure to risk.

Institutions issuing guidelines and recommendations include:

- The Ministry of Labour, Family and Social Affairs
- The National Youth Council of Slovenia (MSS) (<http://www.mss.si>)
- The Slovenian Office for Youth
- The National Youth Information and Counselling Service (MISSS) (<http://www.miss.org>)



Spain

Legislation concerning young workers

- Law No 31/95 of 8 November 1995 on the prevention of risks at work (Prevention of Occupational Risks Act 31/95)
- Decree of 26 July 1957 concerning the prohibited labour for women and minors (Decreto de 26 de julio sobre trabajos prohibidos a mujeres y menores)
- Ordinance of 9 May 1971 concerning the approval of the general ordinance on occupational safety and health (Ordenanza de 9 de mayo de 1971 por la que se aprueba la ordenanza general de seguridad e higiene en el trabajo)
- Royal Decree-Law No 1/1995 of 24 March (worker's statute): This is the basic law in the field of labour and social security regulation. It defines the respective rights of employees and employers, general terms of employment contracts, procedures for dismissal and collective bargaining.

Institutions issuing guidelines and recommendations include:

- Instituto Nacional de Seguridad e Higiene en el Trabajo (INSHT): the National Institute of Occupational Health and Safety
- Inspección de Trabajo y Seguridad Social (ITSS): the Labour Inspectorate
- Comisión Nacional de Seguridad y Salud en el Trabajo (CNSST)

Sweden

Legislation concerning young workers

The Work Environment Act, passed by the Riksdag (parliament) in 1977, came into force on 1 July 1978. It has been amended several times, and the extract below contains the wording which applies from 1 July 2005. The act also applies to people undergoing education and those who, as inmates of an institution, perform work which they have been allotted.

Stipulations on the employment of minors have long been an important part of work environment legislation. In Sweden today, with nine years' compulsory schooling and almost universal upper secondary schooling, these stipulations are less important than they used to be. The protective rules of the Work Environment Act have also been framed so as not to impede young people's contacts with working life. A person under the age of 18 is a minor (Section 1). Minors may not be employed before the calendar year in which they are 16, and they must have completed their compulsory schooling (Section 2). This applies both to a minor with employee status and to a minor working as an entrepreneur or in a family business. However, minors aged 13 or over may do light work which is not harmful to their health, development or schooling.

The Work Environment Authority can issue provisions making further exceptions to the 13-year rule, but only for very light work which would otherwise involve major problems of implementation. The authority can also issue provisions laying down conditions for, or totally prohibiting, the employment of minors on work which entails substantial risks (Section 3).



Furthermore, the Work Environment Authority is empowered to issue provisions on the medical examination of minors where necessary (Sections 2 and 3). The authority can also issue provisions on the length and arrangement of minors' working hours (Section 5).

Work on board ship is subject to special minimum age provisions of the Seafarers Act and the Maritime Safety Act which are much the same as those otherwise applicable.

United Kingdom

Legislation concerning young workers

The United Kingdom has several regulations that pertain to the occupational health and safety of young workers:

The Health and Safety (Young Persons) Regulations 1997 provide for the safety of young persons. A young person is defined as someone under 18 years. The regulations place the onus on employers of young persons to ensure that the appropriate risk assessments about the job are carried out before the young person starts to work and that the parent(s)/guardian(s) of the young person is given any appropriate information. The regulations include those undertaking work experience as part of school activities (<http://www.hse.gov.uk/youngpeople/law/index.htm>).

The Working Time Regulations 1998 (<http://www.opsi.gov.uk/si/si1998/19981833.htm>) and the Working Time (Amendment) Regulations 2002 (<http://www.opsi.gov.uk/si/si2002/20023128.htm>) state that young workers should not work longer than (a) eight hours a day, or (b) 40 hours a week (including overtime hours), and that they are entitled to rest periods of not less than 12 consecutive hours in each 24-hour period during which they work for their employer. Further, young workers are entitled to a rest break of at least 30 minutes, if their daily working time is more than 4.5 hours, and they are entitled to spend it away from their workstation if applicable. Additionally, employers may not employ young people under 18 at night, between 10 p.m. and 6 a.m. (or between 11 p.m. and 7 a.m. if their contract requires them to work after 10 p.m.).

The Management of Health and Safety at Work Regulations 1999 outline the conditions that must be in place before young persons are employed. The employer needs to undertake a risk assessment before hiring any young person. The Management of Health and Safety at Work Regulations 1999 do not apply to occasional work or short-term work, where it may be considered as 'in a family undertaking', i.e. when young people are employed by family members, such as husbands, wives, fathers, mothers, grandfathers, grandmothers, stepfathers, stepmothers, brothers, sisters, half brothers and half sisters. The young person's employer will not therefore be considered to be subject to the work requirements.

Since 2000, children are no longer allowed to work without limitations for their parents in agriculture, horticulture or street trading.

Institutions issuing guidelines and recommendations include:

- The Health and Safety Executive
- The Learning and Skills Council



Guidelines and recommendations include:

- The Health and Safety Executive (HSE) has a separate section of its website dedicated to young people (<http://www.hse.gov.uk/youngpeople/index.htm>).
- The legislative requirements are explained in guidance, for example 'Young people at work — A guide for employers' (http://www.hsebooks.com/Books/product/product.asp?catalog_name=HSEBooks&category_name=&product_id=3567).
- The Approved Code of Practice and guidance publication 'Management of health and safety at work — Management of health and safety at work regulations 1999' also provides employers with advice on how to comply with the law, including on the provisions for young people.
- There is considerable interdepartment and agency working to raise awareness of the protections introduced by the directive among all stakeholders involved in training and work experience programmes for young people. The guidance 'Managing health and safety on work experience — A guide for organisers' emphasises the duties for all key players, including employers who provide work placements (http://www.hsebooks.com/Books/product/product.asp?catalog_name=HSEBooks&category_name=&product_id=2485).
- Since the regulations were introduced there has been continuous collaboration with other government departments and key intermediaries such as the Institution for Occupational Safety and Health and the Trades Union Congress.
- HSE has a major programme of work to develop risk management as an important life skill for young people in the educational system. Current projects include an interactive video and workbook for use in the classroom on risks associated with work as well as leisure.





**APPENDIX 3 — INTERNATIONAL
AND EU POLICIES**

1. Relevant policies

1.1. International Conventions

United Nations, 'United Nations convention on the Rights of the Child', adopted by the General Assembly and opened for signature, ratification and accession on 20 November 1989, entered in force on 2 September 1990. Available at: <http://www.ohchr.org/english/law/pdf/crc.pdf>

ILO, Medical Examination of Young Persons (Industry) Convention, 1946, No 77. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Medical Examination of Young Persons (Non-Industrial Occupations) Convention, 1946, No 78. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Medical Examination of Young Persons (Sea) Convention, 1921, No 16. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Medical Examination of Young Persons (Underground Work) Convention, 1965, No 124. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Minimum Age Convention 1973, No 138. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Minimum Age (Agriculture) Convention, 1921, No 10. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Minimum Age (Sea) Convention, 1920, No 7. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Night Work of Young Persons (Industry) Convention (Revised), 1948, No 90. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Night Work of Young Persons (Non-Industrial Occupations) Convention, 1946, No 79. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Worst Forms of Child Labour Convention, 1999, No 182. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

ILO, Worst Forms of Child Labour Recommendation, 1999, No 190. Available at: <http://bravo.ilo.org/public/english/protection/safework/cis/oshworld/ilostd/index.htm>

1.2. EU strategies and legislation

Commission of the European Communities, 'Adapting to change in work and society: a new Community strategy on health and safety at work 2002-2006', Brussels, 2002, 18 pp. Available at: http://europa.eu.int/comm/employment_social/news/2002/mar/new_strategy_en.pdf



Council Directive 89/391/EEC of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work. Available at: http://europa.eu.int/smartapi/cgi/sga_doc?smartapi!celexapi!prod!CELEXnumdoc&lg=EN&numdoc=31989L0391&model=guichett

Council Directive 94/33/EC of 22 June 1994 on the protection of young people at work. Available at: http://europa.eu.int/smartapi/cgi/sga_doc?smartapi!celexapi!prod!CELEXnumdoc&lg=EN&numdoc=31994L0033&model=guichett

European Parliament, 'Charter of Fundamental Rights of the European Union', 2000, 22 pp. Available at: http://www.europarl.europa.eu/charter/pdf/text_en.pdf

2. Web sources

2.1. International sources

United Nations (<http://www.un.org>)

International Labour Organisation (ILO) (<http://www.ilo.org>)

World Health Organisation (WHO) (<http://www.who.int>)

Organisation for Economic Cooperation and Development (OECD) (<http://www.oecd.org>)

International Social Security Association (<http://www.issa.int>)

2.2. EU sources

Europa, the Gateway to the European Union (<http://europa.eu>)

European Commission (<http://ec.europa.eu>)

European Council (<http://www.consilium.europa.eu>)

European Agency for Safety and Health at Work (<http://osha.europa.eu>)

European Foundation for the Improvement of Living and Working Conditions (<http://www.eurofound.europa.eu>)

Eurostat, the Statistical Office of the European Communities (<http://www.europa.eu.int/comm/eurostat>)

EUR-Lex (European Legislation) (<http://eur-lex.europa.eu/>)

European Committee for Standardisation (<http://www.cenorm.be>)

European Social Fund (http://ec.europa.eu/employment_social/esf2000/index_en.html)

The European Network for Workplace Health Promotion (<http://www.enwhp.org>)

3. Selected bibliography

3.1. Publications from international organisations

General Assembly of the Economic and Social Council of the United Nations, *World Youth Report 2005*. Available at: <http://www.un.org/ecosoc/docs/resdec.asp>



United Nations, 'World Programme of Action for Youth to the Year 2000 and Beyond', Resolution adopted by the General Assembly, 13 March 1996. Available at: <http://www.un.org/documents/>

International Labour Organisation, 'Starting right: Decent work for young people. Background paper of the Tripartite Meeting on Youth Employment: The Way Forward.' Geneva, 13-15 October 2004, 56 pp. Available at: <http://www.ilo.org/public/english/employment/yett/download/tribken.pdf>

International Section on the Education and Training for Prevention of the International Social Security Association, 'Québec City Protocol for the integration of OSH competencies into vocational and technical education', 12 pp. Available at: [http://education.prevention.issa.int/Protocole Anglais.pdf](http://education.prevention.issa.int/Protocole%20Anglais.pdf)

3.2. European Council and Commission material

Commission of the European Communities, 'European Commission White Paper: A new impetus for European youth', Brussels, 2001, 76 pp. Available at: http://ec.europa.eu/youth/index_en.htm

Commission of the European Communities, 'Communication from the Commission to the Council on European policies concerning youth', Brussels, 2005, 23 pp. Available at: http://ec.europa.eu/youth/index_en.htm

European Commission, 'European Social Fund support to education and training — 2007–13', Brussels, June 2006. Available at: http://ec.europa.eu/employment_social/esf2000/pdf/education_en.pdf

European Commission, 'Education and training 2010 — Main policy initiatives and outputs in education and training since the year 2000', Brussels, October 2006. Available at: http://ec.europa.eu/education/policies/2010/doc/compendium05_en.pdf

Commission of the European Communities, 'Adapting to change in work and society: a new Community strategy on health and safety at work 2002–06', Brussels, 2002, 18 pp. Available at: http://europa.eu.int/comm/employment_social/news/2002/mar/new_strategy_en.pdf

Commission of the European Communities, 'Report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions on the application of Directive 94/33/EC on the protection of young people at work', Brussels, 2004, 10 pp.

Commission of the European Communities, 'Transposal of Directive 33/94/EC concerning the protection of young people in the 15 Member States of the European Union', 93 pp. Available at: http://ec.europa.eu/employment_social/labour_law/docs/10_youngpeople_implreport_en.pdf



FURTHER INFORMATION FROM THE AGENCY

- Factsheets 61–66 (<http://osha.europa.eu/en/publications/factsheets>)
- Safe Start Summit, Bilbao, March 2007 (<http://osha.europa.eu/en/campaigns/ew2006/europeansummit/>)
- Safe Start campaign pages (<http://ew2006.osha.europa.eu/>)
- Young people web resource pages (http://osha.europa.eu/priority_groups/young_people)
- *A safe start for young workers in practice*. This provides fuller descriptions of examples that received good practice awards during the 2006 Safe Start campaign (<http://osha.europa.eu/EN/publications/reports/GPB06/view>).
- *Magazine 9* — Safe start! (<http://osha.europa.eu/publications/magazine/9>).
- *Young workers — Facts and figures* (which includes some additional examples of prevention initiatives) (<http://osha.europa.eu/en/publications/reports/7606507/view>)
- Factsheets 69 and 70 summarising the report *Young workers — Facts and figures* (<http://osha.europa.eu/en/publications/factsheets>)



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