



Uw bericht van:

Uw kenmerk:

Ons kenmerk:
HUA/9677/DA/I/GH

Brussel ,

15 oktober 2007

**Betreft: Openbare raadpleging "Scholen voor de 21e eeuw"
Reactie van de Hoge Raad voor Preventie en Bescherming op
het Werk**

Voorafgaandelijke Nota

Deze raadpleging gaat uit van de heer Ján Figel' Europees commissaris voor ONDERWIJS, OPLEIDING, CULTUUR EN JEUGDZAKEN en van het Directoraat-generaal voor Onderwijs en Cultuur.

Het zou best zijn dat een samenwerking tot stand zou komen met de heer Vladimír Špidla Commissaris voor werkgelegenheid, sociale zaken en gelijke kansen en het Directoraat-generaal voor werkgelegenheid, sociale zaken en gelijke kansen.

Het heeft zin om te onderzoeken welke de behoeftes zijn van het onderwijs van de toekomst omwille van de nieuwe elementen die zich aandienen.

Men mag nochtans niet vergeten bij het invoeren van nieuwe technologieën dat het onderwijs er nu al niet steeds in slaagt om tegemoet te komen aan de actuele behoeftes.

Bewijs daarvan vindt men in de documenten van de contactgroep Mainstreaming OSH in education and training van het Agentschap voor Veiligheid en Gezondheid op het Werk en in de standpunten van de werkgroep *Vorming* van de AISS.

Een bewijs hiervan wordt ook geleverd door het standpunt dat de Consultatieve commissie voor Veiligheid en Gezondheid op het Werk (Advisory Committee on Safety and Health at Work) op 23 november 2006 heeft overgemaakt aan de Europese Commissie.

Volgende passages hieruit zijn relevant ter zake – zie als bijlage de volledige tekst:

The Advisory Committee

Aware of the need to protect the health and safety of the population (children, workers, people at home, etc.) so as to improve the well-being and ensure the harmonious development of economic activities throughout the EU;

Considers that all sectors of education (pre-school, general and vocational, higher and further education) should make a contribution to carrying out the task of safety and health education¹;

Notes that for such an action a growing demand exists for staff with specialised knowledge of safety and health matters and the consequent need to intensify and improve action in the sphere of education, vocational training and advanced education, to respond to this demand.

Believes that a top-down approach is necessary;

Therefore advises and urges the Commission to issue a general and high level statement, instrument or action (e.g. a resolution) on safety and health aspects to be considered and integrated in the whole life-cycle, and in education systems in particular.

The final goal of this high level statement, instrument or action must be to increase awareness, knowledge and skills in the field of OSH by integrating health and safety aspects into all types of training for all target groups as an inclusive and not as a separate topic in the various courses or types of training to lay the foundations for the capacity building and active participation of the individual in the protection of his/her own and other's safety and health.

1. Hoe kan de school zo worden georganiseerd dat zij alle leerlingen het hele scala aan sleutelcompetenties kan bijbrengen?

Vooreerst is het zo dat veiligheid en gezondheid behoren tot de sleutelcompetenties.

Als bijvoorbeeld vorming nodig is voor het kunnen toepassen van de informatie en communicatietechnologieën wegens de veranderingen van de techniek, dan blijft het toch nodig om vorming te organiseren betreffende de basistechnologieën.

2. Hoe kan de school jonge mensen toerusten met de competenties en motivatie voor een leven lang leren?

¹ **Zie hierover ook artikel 14 van het Verdrag 155 van de IAO betreffende arbeidsveiligheid, gezondheid en het arbeidsmilieu**

Artikel 14: Er dienen maatregelen te worden genomen ten einde, op een in de nationale omstandigheden en praktijk passende wijze, te bevorderen dat zaken de beroepsveiligheid, de gezondheid en het arbeidsmilieu betreffende, worden opgenomen in onderwijs- en opleidingsprogramma's op alle niveaus, met inbegrip van hoger technisch en medisch onderwijs en hoger beroepsonderwijs, op een wijze die voorziet in de opleidingsbehoefte van alle werknemers.

Indien de school in theorie- en praktijklessen en in haar organisatie elementen van veiligheid en gezondheid integreert dan zal de leerling of student later meer voor gemotiveerd zijn om er meer over te leren in zijn privé- en beroepsleven.

De uitdrukking « Jong geleerd, is oud gedaan » is hier ten volle van toepassing

- 3 Hoe kan de school een duurzame economische groei op lange termijn in Europa helpen ondersteunen?

Indien de toekomstige managers de principes van veiligheid en gezondheid leren en indien de toekomstige werknemers gemotiveerd worden dan kunnen de kosten veroorzaakt door arbeidsongevallen en beroepsziekten verminderd worden.

4. Hoe kan de school het best inspelen op de behoefte aan meer rechtvaardigheid en op de culturele verscheidenheid, en schooluitval terugdringen?

Het is niet rechtvaardig dat onderaan de hiërarchie van de arbeidswereld de meeste slachtoffers vallen van arbeidsongevallen en beroepsziekten.

Elk initiatief om veiligheid en gezondheid te integreren in onderwijs en vorming is dan ook een instrument voor het verminderen van dit onrecht.

5. Als de school moet beantwoorden aan de individuele leerbehoeften van elke leerling, wat kan er dan gedaan worden met betrekking tot de curricula, schoolorganisatie en de rol van de leraar?

Heel belangrijk is hier de integratie van ergonomie zowel in de organisatie van de school als in de lessen. De ergonomie moet ook aan bod komen in de opleidingen van toekomstige leraren in de navorming van het onderwijzend personeel.

- 6 Hoe kan de school jongeren helpen verantwoordelijke burgers te worden, die fundamentele waarden als vrede en tolerantie ten aanzien van verscheidenheid eerbiedigen?

In de arbeidswereld wordt actie gevoerd voor de vermindering van de psychosociale belasting veroorzaakt door het werk, waaronder inzonderheid geweld, pesterijen en ongewenst seksueel gedrag op het werk; ook teamwork wordt aangemoedigd.

Het is in de scholen dat de basis voor een vermindering van deze belasting moet worden gelegd.

7. Hoe kan het schoolpersoneel getraind en geholpen worden om de problemen waarmee zij te maken krijgen, aan te pakken?

De integratie van veiligheid en gezondheid op het werk moet verzekerd worden door de instellingen die leraren opleiden en tijdens de navorming van het onderwijzend personeel.

Deze instellingen moeten een model zijn van de toepassing van de regelgeving ter zake.

De scholen moeten voldoende middelen ontvangen om de veiligheid en de gezondheid van leerlingen, studenten en personeelsleden te verzekeren. Zij moeten een veiligheids- en gezondheidsbeleid ontwikkelen en uitvoeren.

8. Hoe kunnen schoolgemeenschappen het best geleid en gemotiveerd worden om succesvol te zijn? Hoe kunnen zij in staat worden gesteld in te spelen op veranderende behoeften en eisen?

Het lukken van scholen wordt onder meer gemeten aan de bekwaamheid van de leerlingen en de studenten op het gebied van veiligheid en gezondheid zowel voor hun privéleven als voor hun beroepsleven.

De realisatie van het veiligheids- en gezondheidsbeleid door alle onderdelen van de schoolgemeenschap motiveert leerlingen, studenten en het personeel omdat zij zich betrokken weten.

Uiteraard moeten de scholen voldoende middelen krijgen, maar de school moet een aankoopbeleid voeren zodanig de uitrusting die de school binnenkomt, beantwoordt aan de regelgeving en de techniek.

Namens het Uitvoerend Bureau van de Hoge Raad voor Preventie en Bescherming

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Secretaris

EDUCATION AND TRAINING

OPINION

Doc. 2513/2/06

Adopted on 23.11.2006

"Education and Training"

A. Mandate adopted on 25 November 2005

The Advisory Committee on Safety and Health at Work has set up a Working Party on "Education and Training".

The remit of this Working Party was:

To prepare a draft opinion for the Advisory Committee on education and training, taking into account the opinion 730/2/97 of the former Advisory Committee and follow-up actions at Community level since then, which may act as a reference document for further developments at the European level, in particular as regards the establishment of recommendations on the integration of occupational safety and health into education and training policies at all levels.

Justification:

In its Communication "Adapting to change in work and society: a new Community strategy on health and safety at work 2002-2006"², the Commission highlighted the importance of training as an essential element for the development of a genuine culture of risk prevention.

B. Work of the Working Party "Education and Training"

The working party held 3 meetings:

03.07.2006

02.10.2006

09.11.2006

C. Opinion

The Advisory Committee,

Having regard to the various initiatives and actions in the field of health and safety education and training (see background information);

Having regard to the Council Directive of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work (89/391/EEC), in particular articles 6 and 12 referring to health and safety training of workers;

Whereas, despite considerable progress, the incidence of accidents at work and occupational diseases is still too high;

Whereas policies, preventive measures, actions and programs must be introduced or improved in order to further safeguard the safety and health of workers and ensure a higher degree of protection;

Whereas the development of a preventative safety and health culture is considered indispensable for a sustainable improvement in health and safety at work and in society in general;

A preventative safety and health culture is a culture in which the right to a safe and healthy working environment is respected at all levels, where governments, employers and workers actively participate in securing a safe and healthy working environment

² COM(2002) 118 final of 11.3.2002.

through a system of defined rights, responsibilities and duties, and where the principle of prevention is accorded the highest priority.”

Whereas, in order to ensure the development of a preventative safety and health culture and to improve the degree of protection of all, successful policies, preventive measures, actions and programs must involve effective education, information and training as essential elements to be used to promote awareness of occupational hazards and of risk prevention among all those concerned and to enhance their skills;

Whereas young people are not only more vulnerable at work but also represent our future workers, employers, managers, legislators and inspectors, this education, information and training must start from early age, must be present during their whole education, and be continued and more targeted during their working life;

Whereas, in order to ensure the integration safety and health aspects into the education system, involvement of and a close collaboration with competent authorities in the field of education is indispensable;

Whereas, due to regional and/or local autonomy, a close collaboration between the different competent authorities in the field of employment and education is not evident and needs to be encouraged and stimulated;

Whereas analysis of the field in the different members states shows that it is very difficult to go beyond training for hazardous jobs and to include safety and health aspects in the education of the whole future workforce;

Whereas numerous examples of good practice in the field of health and safety education and training do exist, too many of them consist of dealing with health and safety as a separate and non-participative instead of as an participative and inclusive topic in the various courses or types of training;

Whereas, giving consideration to the previous elements, a structured approach is necessary;

The Advisory Committee,

Aware of the need to protect the health and safety of the population (children, workers, people at home, etc.) so as to improve the well-being and ensure the harmonious development of economic activities throughout the EU;

Considers that all sectors of education (pre-school, general and vocational, higher and further education) should make a contribution to carrying out the task of safety and health education;

Notes that for such an action a growing demand exists for staff with specialised knowledge of safety and health matters and the consequent need to intensify and improve action in the sphere of education, vocational training and advanced education, to respond to this demand.

Believes that a top-down approach is necessary;

Therefore advises and urges the Commission to issue a general and high level statement, instrument or action (e.g. a resolution) on safety and health aspects to be considered and integrated in the whole life-cycle, and in education systems in particular.

The final goal of this high level statement, instrument or action must be to increase awareness, knowledge and skills in the field of OSH by integrating health and safety aspects into all types of training for all target groups as an inclusive and not as a separate topic in the various courses or types of training to lay the foundations for the capacity building and active participation of the individual in the protection of his/her own and other's safety and health.

This instrument must develop and/or underline the importance of the following key aspects, In respect of national law, practice and culture:

- The arguments to justify the need for the integration of safety and health aspects in education and training
- Reference to guiding principles such as a preventative safety and health culture (the prevention principles)
- Awareness raising and development of knowledge and skills in the field of OSH
- Capacity building and active participation in risk assessment
- Integration of safety and health aspects in the curricula in all sectors of education (pre-school, general and vocational, higher and further education)
- Procedures for a regular review and update of the above mentioned curricula in line with progress in science and technique in the field of OSH
- Encouragement of extracurricular school activities by means of which theoretical knowledge of the safety and health can be put into practice;
- Appropriate measures to develop teachers' knowledge of safety and health matters in the context of their initial and in-service training;
- The quality of the training and trainers
- A monitoring and follow-up mechanism involving the Advisory Committee

In addition to that the Advisory Committee

- Calls upon the Commission and the Bilbao Agency
 - to continuously work on raising the awareness of young people towards occupational hazards and risks and their assessment and prevention.
 - to use the European Week 2006 as a key moment to (re)launch durable activities in this field (more than one shot events)
 - to provide ongoing stimuli
 - re-activate the Agency contact group on education and training and to seek collaboration with other networks in order to pursue the objectives set out in this opinion
 - to continue to list-up, assess (quality) and disseminate good practices and documentation
- Stresses that 'education and training' is only one element in the overall strategy for workplace safety and health. Education and training in itself is not enough. At company level the OSH policy has to function with key elements such as:
 - Assessment of risks
 - Expert support (designated worker, external services,)

- Workplace OSH introduction of workers and managers
- Line management duties and responsibilities with regards to H&S

Future activities of the Working Party

The Advisory Committee decides to enlarge the mandate of the working party to allow it to continue working on health and safety education and training in particular to

- Draw up broad guidelines
 - relating to the knowledge and skills required by the designated workers and/or external services and persons carrying out activities in the field of health and safety at work;
 - relating to the basic health and safety knowledge and skills of all workers;
 - relating to the health and safety knowledge and skills of supervisors and management;
 - relating to the basic health and safety knowledge of employers in micro-businesses;
 - relating to the specific health and safety knowledge and skills of workers in high and/or specific risk activities³;
 - relating to the specific health and safety knowledge and skills of workers' representatives;

in order to carry out their tasks correctly, efficiently and effectively in keeping with legal requirements and prevention principles;
in order to harmonise conditions throughout the EU while maintaining good practices in this field.

D. Background information

2.1. Work in Council

2.1.1. The Council and the Ministers for Education, meeting within the Council of 9 June 1986, adopted a Resolution on consumer education in primary and secondary schools (OJ C 184, 23 July 1986 pp. 21-23).

In this Resolution:

- reference was made to the resolution of 13 December 1976 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life;
- it was stated that such teaching may have regard to the right to protection of health and safety (particularly concerning nutrition and the avoidance of health hazards associated with the use of consumer products);
- training of teachers and the development of appropriate teaching material was requested.

2.1.2. The Council and the Ministers of Education, meeting within the Council of 23 November 1988, adopted a Resolution concerning health education in schools (OJ C 003, 5 January 1989 p1-3).

In this Resolution:

- the general principles of health education have been elucidated;
- it was asked that, within schools, the whole of the subjects taught should implicitly contribute to the acquisition of health-promoting attitudes and knowledge, and in certain areas health education should form a specific part of the curriculum.

³ E.g. (manual handling, scaffolding, etc. references to be included)

2.1.3. The Council adopted on 22 September 1997 a series of conclusions on safety at school (OJ C 303, 4 October 1997 pp. 3-4).

In the conclusions:

- it was stated that growing attention to safety at schools reflects developments in society;
- it was noted that fostering safety at school may include strategies to prevent and combat intimidation, bullying and abuse (for pupils/students as well as teachers).

2.1.4. The Commission adopted a programme (SAFE) of non-legislative actions on education and training in the fields of health and safety at work (OJ C 262, 7 October 1995 p. 18).

The actions to be taken by the Commission specified in this decision include:

- define and validate an educational approach to accident prevention targeted on school children;
- encourage establishment of an efficient network of centres dispensing information on directives' requirements;
- prepare a consultation document creating the foundations for a centre for educational resources on safety and health at work;
- evaluate and monitor SME training and information needs regarding health and safety at work.

2.2. The Economic and Social Committee

At its 307th plenary session (meeting of 30.6.1993) the ESC adopted an opinion on health/safety at work place-training (OJ C 249 of 13.9.1993 pp. 12-14).

The opinion, adopted at the initiative of the ESC rather than in response to a Commission proposal, calls for an integrated approach to health and safety training which would include:

- general education of children at school in risk prevention;
- vocational training;
- risk related safety and health training at work;
- training of workers' representatives with responsibilities for safety and health (and other risk prevention specialists).

The ESC elaborated some principles for the introduction of safety and health protection in the school curricula.

2.3. In the Advisory Committee

2.3.1. European conference on integrating safety and health in the education system, organized by the Irish Presidency (Dublin, 28-29 Nov. 1996) in conjunction with the plenary meeting of the AC.

Representatives of schools and governments of the MS and of the AC elaborated on 18.3.1996 a programme for the conference. The conference was organised in 4 workshops: primary schools, secondary schools, technical schools-vocational training, teacher training. Some specific sector programmes for children's safety were discussed: electrical risks, good housekeeping, road safety, use of toxic and dangerous chemicals, farm safety and construction safety.

2.3.2. Ad Hoc Group Training

The AC created an AHG Training on 27.11.1996 and its mandate was set out in doc V/5388/1/96 of 9 April 1996. The AHG organised several meetings:

- 08.07.1997: minutes doc 728/1/97
- 18.02.1998: minutes doc 5214/98
- 09.07.1998: minutes doc 5833/98

and finalised a draft opinion doc 730/2/97 dated 21.07.1998, which was discussed in the plenary AC meeting of 5.11.1998.

The opinion contains:

- a reference document on improving awareness of occupational hazards and on risk prevention by means of education and training;
- a recommendation relating to education and training in prevention, and
- priorities and future actions.

All levels of education are reviewed: children and young people, universities, job-training, etc. The AC concluded its opinion by suggesting that the Commission in conjunction with the AC should launch initiatives and action designed to monitor and stimulate the development of training activities in the various fields referred to in the chapters of the opinion.

2.3.3. Ad Hoc Group Multidisciplinary Services

The AHG organised several meetings and finalised a draft opinion doc 0860/2/00 that was adopted in the plenary AC meeting of 15.05.2001.

The opinion stresses that, in all cases, whoever is managing safety or providing protective and preventive services to the workforce must be competent to do so. It is essential that anyone with the responsibility for ensuring workplace health and safety, or providing advice or assistance is competent to do so. In this context competence is related to the “job to be done”.

A *working* definition: having the necessary expertise, through training and experience, to effectively provide the advice or assistance to deal with the problem.

2.4. European Commission DG EMPL

2.4.1. Information in the field of H&S at work

The importance of information in, the field of H&S at work was clearly recognised by the European commission when, in 1989, it organised in Luxemburg the 1st International Conference for H&S Information Specialists. The 3rd conference organised in Brussels, 13-15 November 1996, by DGV/F and ANPAT-NVVA, examined telematic applications relevant to H&S and the impact of telematics in education and training.

2.4.2. Vocational training /education

In a paper, presented to the AC’s programming group meeting of 18 June 2003, DG Empl informed the AC about the first steps undertaken in the area of vocational training/education. Mainstreaming H&S into other policies is a key element of the Community strategy on H&S. When the Commission proposed the new strategy for the period 2002-2006, it put emphasis on the need for it, and the EP and the Council (Council resolution of 3.6.2002) strongly supported the idea. Equally the AC considered it as a priority in its opinion for the strategy. In the paper the Commission stressed the need to focus our efforts on educating the workforce of tomorrow, by ensuring that schools integrate H&S issues in the curricula from an early age with a view to making young people aware of the problem and change the attitudes of future generations. Further to the general education systems, particular efforts should be done for the technical and vocational education, with special attention in high risk sectors.

On the basis of a seminar, organised by the Bilbao Agency, DG EMPL began examining closely with DG EAC how the Community programmes, in particular LEONARDO (programme 2004-2006), could take on board more education and training measures relevant to H&S prevention and protection. DG EMPL is also examining the ESF priorities for the period 2004-2006.

In the paper, DG EMPL asked the AC to:

- make some recommendations on the measures to be developed under Leonardo,
- to indicate at their national level (contact with ESF services) the specific needs as regards H&S training.

As regards integration of OSH aspects in the field of education, this approach has been the subject of dynamic activities geared to creating synergies and producing concrete results together with the Education and Culture DG. Projects incorporating OSH aspects are financed under the Leonardo Da Vinci and Comenius programmes. Although health aspects are envisaged as general theme, it is not possible to go into more detail by issuing a specific call for proposals on OSH. It is therefore necessary to ensure the widest possible dissemination of information on the possibility offered by these programmes to the partners likely to submit projects via the Bilbao Agency and the national agencies.

2.5. European Agency for Health and Safety at Work - Bilbao

2.5.1. Mainstreaming OSH into education

The European Agency for Safety and Health at Work started its project 'Mainstreaming occupational safety and health into education' in 2002 with the slogan 'Start young, stay safe'. The project consisted of gathering and analysing existing practices, disseminating information by means of a web feature, and setting up a 'contact group' to explore issues further.

In May 2002 the Agency organised a seminar 'Learning about occupational safety and health' together with the Spanish EU Presidency and in cooperation with the European Commission. This seminar initiated the discussion about 'mainstreaming OSH into education' at European level. The Agency published the proceedings of the seminar, a Forum publication and a dedicated web feature on this topic. The main conclusion of the seminar — 'to start safety and health awareness raising and education from an early age onwards' — was included in the final version of the Community strategy. Furthermore, speakers and participants of the seminar agreed on the need for a platform for OSH and education experts to meet together, to exchange experiences and to learn from each other.

In the following year an Agency contact group 'Mainstreaming occupational safety and health into education and training' was set up, composed of OSH and education experts. The group consists of representatives from the EU Member States, the EFTA States, from the Employment and Social Affairs DG, the Education and Culture DG and representatives nominated by the social partners.

The first meeting of this group was held in May 2003 in Bilbao. At the meeting, the outline of a future strategy to mainstream occupational safety and health into education was discussed. The conclusions of this meeting created the basis for the 'Rome Declaration on mainstreaming OSH into education and training' announced by the Italian EU Presidency on 3 October 2003.

In 2004, the Agency published the report on 'Mainstreaming occupational safety and health into education. Good practice in school and vocational education'. The report gives a comprehensive overview of good practice examples throughout Europe and outlines steps toward a systematic strategy to integrate occupational safety and health into education at European level.

2.5.2. Safe Start 2006

The 2006 European Week for Safety and Health at Work is dedicated to young people to ensure a safe and healthy start to their working lives.

The Safe Start campaign is backed by all Member States, candidate and EFTA countries, the Austria and Finland EU Presidencies, the European Parliament and the European Commission, and by the European social partners.

European Week campaigns focus on promoting improved prevention at the workplace level by involving all the relevant stakeholders. In 2006, the campaign will also promote activities in schools, colleges and the wider education community, and promote the issue among the relevant policy makers in the education field. The Agency has already carried out several projects on the 'mainstreaming of OSH into education' and the campaign will draw on these resources.

The Safe Start campaign has two distinct elements:

In the workplace:

- Young workers - promoting risk awareness, and raising awareness of OSH risks and what to do when starting work
- Employers - providing safe and suitable work, training and supervision, and being aware of what to do when a young person starts work

In the education community:

- Schools and colleges - promoting risk awareness and OSH as an integral part of education - preparing young people for their first day at work, and for their OSH responsibilities in their future careers
- Youth organisations - promoting risk awareness and risk prevention as an integral part of their activities - preparing young people for the wider world of work
- Vocational training centres - promoting risk awareness and OSH as an integral part of training - preparing young people for the world of work
- Education authorities - promoting mainstreaming of OSH into education and youth employment policies, agreements and actions
- Schools and colleges - promoting risk awareness and OSH as an integral part of education - preparing young people for their first day at work, and for their OSH responsibilities in their future careers

The campaign stresses that there is a need for "awareness raising" and education from an early stage - risk education and the prevention culture are the key factors for maintaining and improving the quality of work. This includes mainstreaming OSH into activities on youth employment and workplace training and development; and into education in schools, colleges and vocational training. Pre-work health and safety education and training are part of preparing young people for work, and part of the lifelong learning agenda.

2.6. Rome Declaration on Mainstreaming OSH into Education and Training

At the end of the seminar 'Mainstreaming OSH into education — the workers of tomorrow', organised in context of the international conference in Rome on occupational safety and health in SMEs, the health and safety experts agreed upon the key ingredients for a coherent strategy to mainstream occupational safety and health into education and training at European level.

This resulted in the 'Rome Declaration on mainstreaming OSH into education and training' announced by the Italian EU Presidency on 3 October 2003.

The main objective of the Rome Declaration was to prepare and sustain people during their life, since their childhood, engaging schools and any other professional training institution in actions providing safer and healthier workforce in the EU of tomorrow.

The Declaration called upon the European Social Affairs Council, the European Parliament and the European Commission to consider action, amongst other, to include health and safety

issues in European Employment guidelines, to develop an action plan to mainstream OSH in education & training at the European level and to carry out regularly actions in cooperation with the European Social Partners in order to promote it, to support the development of European networks for safety and health vocational training in different sectors.

Furthermore, the Declaration called upon the EU Member States and Accession States and their social partners to consider, amongst other things, setting national goals and developing coherent strategies for preparing children and young people for working life by means of education & training and setting qualified and quantified goals for improvement of the working environment in schools and other educational establishments.