



# RSR Education Manual





# **RSR EDUCATION MANUAL**

**Compiled by:**

**Mopholosi E. Morokong**

**IUF RSR PROJECT IN SOUTH AFRICAN AGRICULTURE.  
2008 Publication**

***Graphics , Editing ,Layout and design  
by  
Jerry Figlan Designs***

***Printer  
Taj Printers, Benoni.***



**Education Manual**  
**on**  
**Roving Health**  
**and**  
**Safety**  
**Representatives**



The aim of this manual is to help with the development of skills among farm workers who may become health and safety representatives. It is designed to be flexible in application and promote active learning.

The manual is divided into four main sections:

- A). Introduction to Basic Occupational health and safety.
- B). Health and safety laws and standards.
- C). Workplace health and safety organisation.
- D). Education methodology in health and safety.

### **ADVICE TO THE FACILITATOR.**

Any Facilitator who wishes to use this manual is encouraged to compile **A Resource Material pack** on a number of topics covered in the manual. Information could be found in the internet and from a number of health and safety at work publications. The pack will supplement few notes covered in the manual.

# Foreword

By  
**RSR Trade Union Technical Committee.**

The agricultural workers worldwide and South Africa in particular are the most vulnerable and marginalized. They are exposed to a variety of workplace problems, chief among them being health and safety hazards.

The trade union technical committee of the Roving Health and Safety project, made up of COSATU, FAWU, IUF, NACTU and NUF representatives in South Africa, believe that Achieving good health and safety outcomes for the agricultural workers in South Africa calls for new strategies to mediate multiplicity of problems experienced in this sector.

It is hoped that the concept of roving health and safety representative system, correctly implemented in South Africa, would contribute immensely to the improvement of working conditions in this sector.

This education and training manual is intended to contribute, in a modest way, to the development of rare skilful and efficient health and safety representatives in agriculture. The Roving health and Safety Representatives (RSR) will serve as torch bearers of the system in South Africa.

Anybody who comes across this manual, in a decided journey of learning and Development, may find in it a lighthouse for a road to growth. Enjoy.

# Acknowledgement

Our sincere gratitude goes to all individuals and organizations such as ILO, Joint Industrial Safety Council, KOMMUNAL, University of Cape Town and many institutions and individuals for the use of material and pictures in the development of this manual.

Your humble contribution to the struggle to improve the working life of those who ensure that we have food that is safe on our shelves is warmly cherished by the workers of the world.



# Contents

|   | <b>Page number</b> |
|---|--------------------|
| <b>Foreword</b>   | <b>ii</b>          |
| <b>Acknowledgement</b>  | <b>iii</b>         |
| <b>Introduction</b>   | <b>vi</b>          |
| <b>1. Introduction to Basic Occupational Health and Safety</b>                                    | <b>1</b>           |
| <b>1.1 Definition of Occupational Health and Safety</b>   | <b>1</b>           |
| <b>1.2 Magnitude of Occupational Health and Safety Hazards</b>                                    |                    |
| 1.2.1 Direct and indirect cost of health and safety hazards                                       | <b>3</b>           |
| <b>1.3 Why Occupational Health and Safety</b>   |                    |
| 1.3.1 Surveying our workplace   | 5                  |
|   | <b>6</b>           |
| <b>1.4 Hazards and risks in the workplace</b>   | <b>9</b>           |
| 1.4.1 What are hazards and risks?   | 9                  |
| 1.4.2 Different types of hazards in agriculture   | 10                 |
| <b>1.5 Hazard identification</b>  | <b>19</b>          |
| <b>1.6 Accident investigation</b>   | <b>29</b>          |
| 1.6.1 Steps you can take after an accident  | 30                 |
| 1.6.2 Accident inspections – what to look for   | 31                 |
| 1.6.3 Hazard control  | 32                 |
| 1.6.4 Conclusion  | 34                 |
| <b>2. Health and Safety Laws and Standards</b>  | <b>35</b>          |
| <b>2.1 ILO Convention on Health and Safety</b>  | <b>35</b>          |
| 2.1.1 Convention 155  | 35                 |
| 2.1.2 Convention 161  | 36                 |
| 2.1.3 Convention 170  | 36                 |
| 2.1.4 Convention 184  | 36                 |
| <b>2.2 Occupational Health and Safety Act 85 of 1993</b>  | <b>36</b>          |
| 2.2.1 Institution of the Act  | 36                 |
| 2.2.2 General duties of employers   | 37                 |
| 2.2.3 General duties of employers and self-employed persons to persons other than their employees | 37                 |
| 2.2.4 Duty to inform  | 37                 |
| 2.2.5 General duties of employees at work   | 37                 |
| 2.2.6 Duty not to interfere or misuse things  | 38                 |
| 2.2.7 Health and safety representatives and their functions                                       | 38                 |
| 2.2.8 Health and safety committees and their functions  | 38                 |
| 2.2.9 Other provisions of the Act   | 38                 |

|   |           |
|---|-----------|
| <b>2.3 Regulations of OHS Act 83</b>  | <b>38</b> |
| 2.3.1 General safety regulations  | 38        |
| 2.3.2 General admin   | 39        |
| 2.3.4 Hazardous biological agents   | 39        |
| 2.3.5 Environmental   | 39        |
| 2.3.6 Hazardous chemicals substances  | 39        |
| <b>2.4 Compensation for Occupational Injuries and Disease Act 130 of 1993 (COIDA)</b> | <b>40</b> |
| 2.4.1 Introduction  | 40        |
| 2.4.2 Ambit   | 40        |
| 2.4.3 Duties of employers   | 40        |
| 2.4.4 When compensation is paid   | 40        |
| 2.4.5 Steps in claiming compensation for occupational injury or illness               | 40        |
| <b>2.5 How to apply the law</b>   | <b>41</b> |
| <b>2.6 Conclusion</b>   | <b>48</b> |
| <b>3. Workplace Health and Safety Organisation</b>                                    | <b>49</b> |
| <b>3.1 Introduction</b>   | <b>49</b> |
| <b>3.2 Health and safety representatives</b>  | <b>49</b> |
| <b>3.3 Roles and functions of health and safety representatives</b>                   | <b>51</b> |
| <b>3.4 New type of health and safety representatives</b>                              | <b>51</b> |
| <b>3.5 Functions of a health and safety committee</b>                                 | <b>55</b> |
| <b>4. Education Methodology in Health and Safety</b>                                  | <b>56</b> |
| <b>4.1 Introduction</b>   | <b>56</b> |
| <b>4.2 What is a learning theory?</b>   | <b>57</b> |
| <b>4.3 Characteristics of an adult learner</b>  | <b>58</b> |
| <b>4.4 What is a facilitator?</b>   | <b>58</b> |
| <b>4.5 Participatory education methods</b>  | <b>58</b> |
| 4.5.1 Small group discussion method   | 58        |
| 4.5.2 Led discussion method   | 60        |
| 4.5.3 Assignment  | 60        |
| 4.5.4 Role play   | 61        |
| 4.5.5 Case Study  | 62        |
| <b>4.6 Application of the methodology to health, safety and environment.</b>          | <b>62</b> |

# **Session One**

# **Introduction to Basic Occupational Health and Safety**



# Introduction

The health and safety of workers remain a major concern for workers and their trade unions because of the dire consequences unsafe conditions can result in. In fact government and employers should be equally concerned because it has been established that protection of workers, in any sector, against workplace hazards is critical. It is a considered view of the workers that achievement of good health and safety outcomes is not possible without the involvement of workers and their organizations. The workers involvement in health and safety matters has to be participative rather than window dressing.

There is mounting evidence to show that workers are well-placed to observe potential hazards in a workplace, and bring them to the attention of management for action. Many activists have argued that because it is the workers health at stake and it is, therefore, important that they are involved in the decisions that affect them. To that effect trade unions globally have been struggling for representative participation in the management of health, safety and environment at work. Studies carried out in a number of economic sectors indicate that accident rates are very low where trade unions and workers are actively involved in decision making processes.

International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations and its affiliates have been greatly concerned about ensuring effective schemes for health and safety representatives that could contribute to the improvement of working conditions, especially in the agricultural sector. Legislation is not adequate to ensure active worker participation in health and safety matters is realized. The situation is worse in small workplaces where health and safety representatives are none existence. It is an accepted fact that most agricultural undertakings fall under the category of small workplaces where occupational health and safety standards are difficult to apply, thus contributing to higher accident rates. Even in bigger agricultural undertakings where the right to elect/appoint a health and safety representative exists, it is difficult to effectively exercise this right due to low literacy and skill shortages.

A pilot project on the new type of health and safety representative (roving safety representatives) was developed with an aim of addressing this problem in the agricultural sector. The roving health and safety representative (RSR) is required to have a number of skills in order to be effective in his/her function. This manual, divided into four sessions, is a modest contribution to the development of the requisite skills. Enjoy.

# Session 1

## Introduction to Basic Occupational Health and Safety

### Learning Outcome



**At the end of this session you will be able to:**

- # **Explain the meaning of occupational health and safety (OHS).**
- # **Describe different types of hazards found on farms.**
- # **Explain the reasons why health and safety is important.**
- # **Explain steps in workplace and accident inspections.**
- # **Design a checklist for workplace inspection.**
- # **Explain different methods of hazard control.**
- # **Explain how chemicals enter our bodies and their effects.**

### 1.1 Definition of Occupational Health and Safety

You may observe that the term **occupational health and safety (OHS)** is made up of three key words: occupational, health, safety. In order to fully understand its definition, each word is explained:

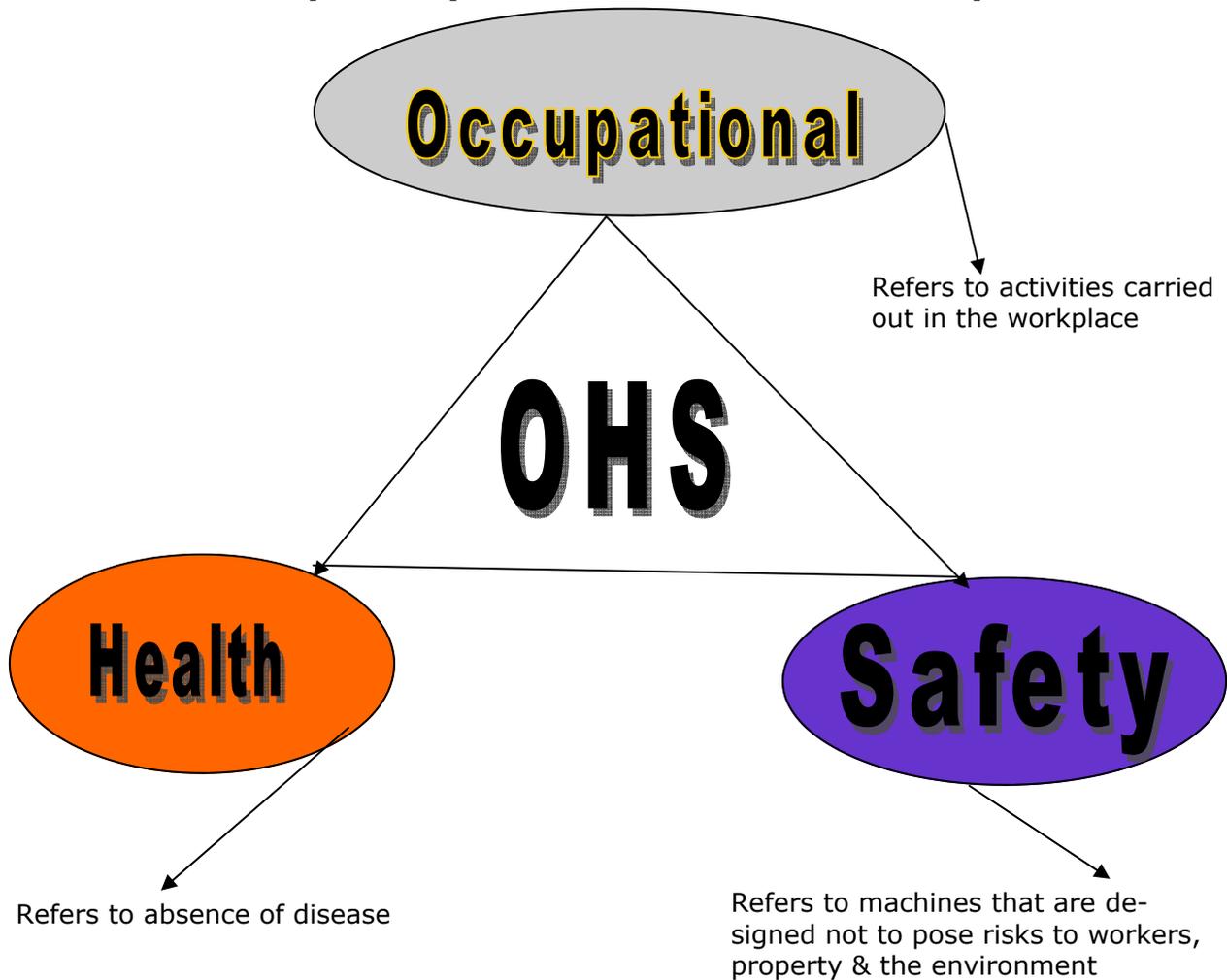
**Occupational:** refers to an activity or a series of activities undertaken in the workplace.

**Health:** means the absence of disease or infirmity including physical and mental elements affecting health that are directly related to safety and hygiene at work.

**Safety:** is concerned with the situation whereby machines and other materials are so designed or protected that they pose no risk to the workers, property and the environment.

We can therefore define OHS as a field of study and practice that involves the promotion and maintenance of the physical, mental and social well-being of workers in all occupations and beyond the workplace and the employment period.

## Graphic representation of the concept



## 1.2 Magnitude of Occupational Health and Safety Hazards.

Most workplaces in the world are hazardous. Research has established that the construction and agricultural industries are the two major hazardous sectors of the economy outside of mining. Men and women who work in agriculture are exposed to many occupational hazards and risks.

In 2002 the International Labour Organisation (ILO) estimated that 355 000 fatal accidents occur every year and more than half of these fatal accidents takes place in agriculture. Of the 270 000 workers injured every year and of the 160 000 of those suffering occupational illnesses the majority are in agriculture.

The costly carnage in the workplace is due to obsession with profit resulting in sloppy and complacent habits. No or less attention is paid to preventive measures. The cost of poor working conditions is high for everyone.



# ACTIVITY

## 1.2.1 Costs of hazards

**AIMS:** To help us learn the direct and indirect costs of health and safety hazards and risks.

### TASK

Individually write down in each box how workers, employers and governments are directly and indirectly affected by workplace hazards and risks.

| Workers | Employers | Government |
|---------|-----------|------------|
|         |           |            |

**Workplace hazards affect workers, employers and Government. They all suffer direct and indirect costs as illustrated below:**

**GOVERNMENT**  
**Economic Decline**

- # Reduction in gross national product.
- # Rising level of unemployment.

**Workers**

**Human Suffering**

**The direct costs for workers**

- # Pain and suffering of injury or illness.
- # Loss of income.
- # Possible loss of a job or ability to earn a living.
- # Health care and medical costs.

**Indirect costs for workers**

- # Bereavement of the family of the deceased worker.
- # Worry and stress.
- # Seeing the loved one suffering from an illness or injury.
- # Time and effort to care for the victim.
- # Financial strain and hardship.

**Poor Productivity**

**Employers**

**Direct costs for employers**

- # Payment for work not performed.
- # Medical and compensation payments.
- # Repair or replacement of the damaged machine or tools.
- # Reduction or temporary halt in production.
- # Negative effect on the morale of workers as some might feel the work environment is threatening their lives.
- # Increased training costs as the new recruit has to be trained and his/her skills need to be raised to competency level.
- # Increased administration costs.
- # The quality of work may possibly be reduced.

**Indirect costs for the employer**

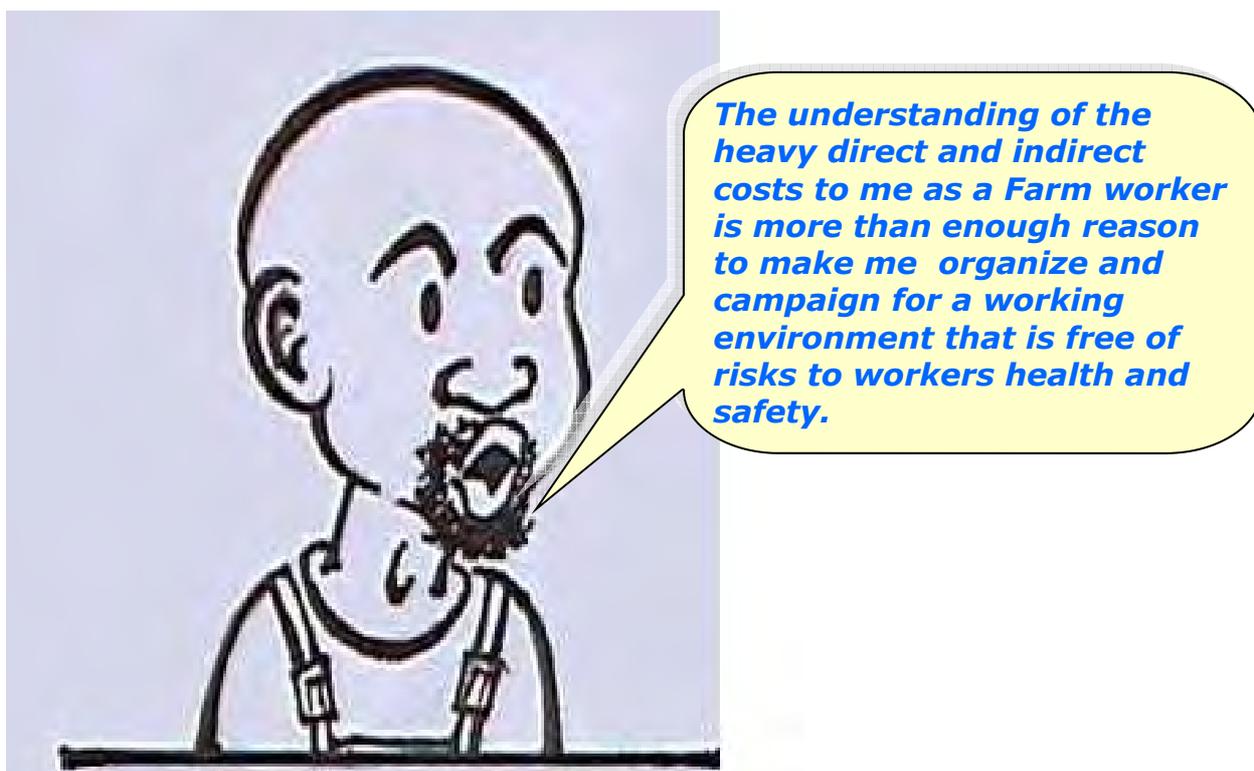
- # Recruitment costs may increase as the injured/ill or dead worker may have to be replaced.
- # Productivity will be low as the new worker will take some time to produce at the level of the injured or deceased employee.
- # Negative labour relations climate may arise.
- # Negative public relations may develop.
- # Additional time must be spent on accident investigation and report writing.



### 1.3 Why Occupational Health and Safety?

You have just learnt how workplace hazards affect workers, employers and Government. Accidents and ill health at work contribute a lot of human suffering, poor productivity and loss of property. It is an accepted fact that workplace hazards have a negative impact on workers and their families, on the environment and productivity. Poor health and safety also have negative impacts on the enterprise as it reduces the quality and quantity of its production. Society also experience negative effects as the level of unemployment rises and the gross national product is significantly lowered. In a nutshell, both the direct and indirect costs of workplace health and safety problems are huge.

As we daily spent the better part of our time at work it becomes important to ensure that the workplace is free of risks to our lives. We cannot avoid work as is central to the lives of almost all of us. Therefore promotion of health and safety at work is crucial.





# ACTIVITY

## 1.3.1 Surveying our workplace.

**AIM:** To help us learn about hazards and risks on our farms.



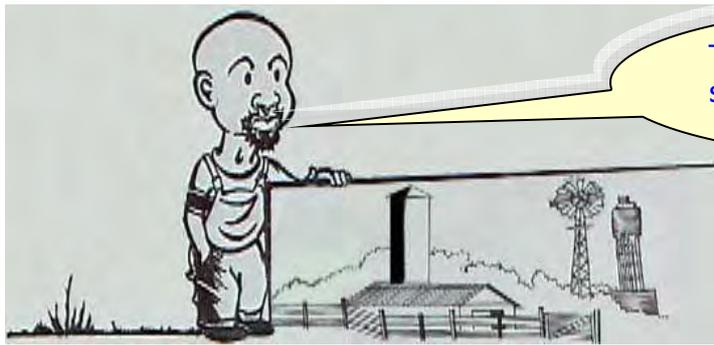
*On our farms there are many problems including health and safety hazards and risks. I support that we should list problems that our fellow workers always complain about.*



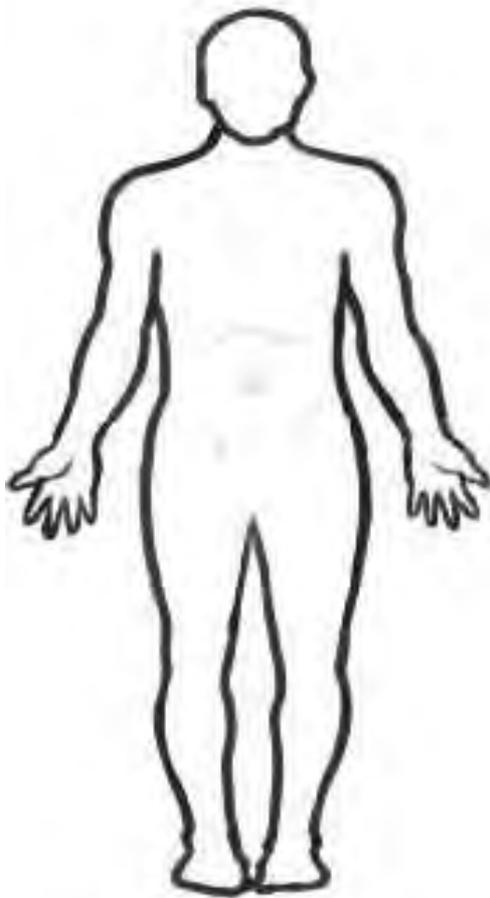
*I understand what you have just said . That is Task number one. The second task given to us is that each of us should place crosses or dots on the body maps provided. It is an individual exercise.*

*We are required to use **Blue** mark for aches and pains; **Black** for breathing difficulties and coughing; **Green** for stress and worry; and **Red** for reproductive problems, runny noses and/ or eyes, skin rashes and dizziness. We put the mark or dot on parts of the body where there is a sign of ill health.*

*So we have been given two tasks*

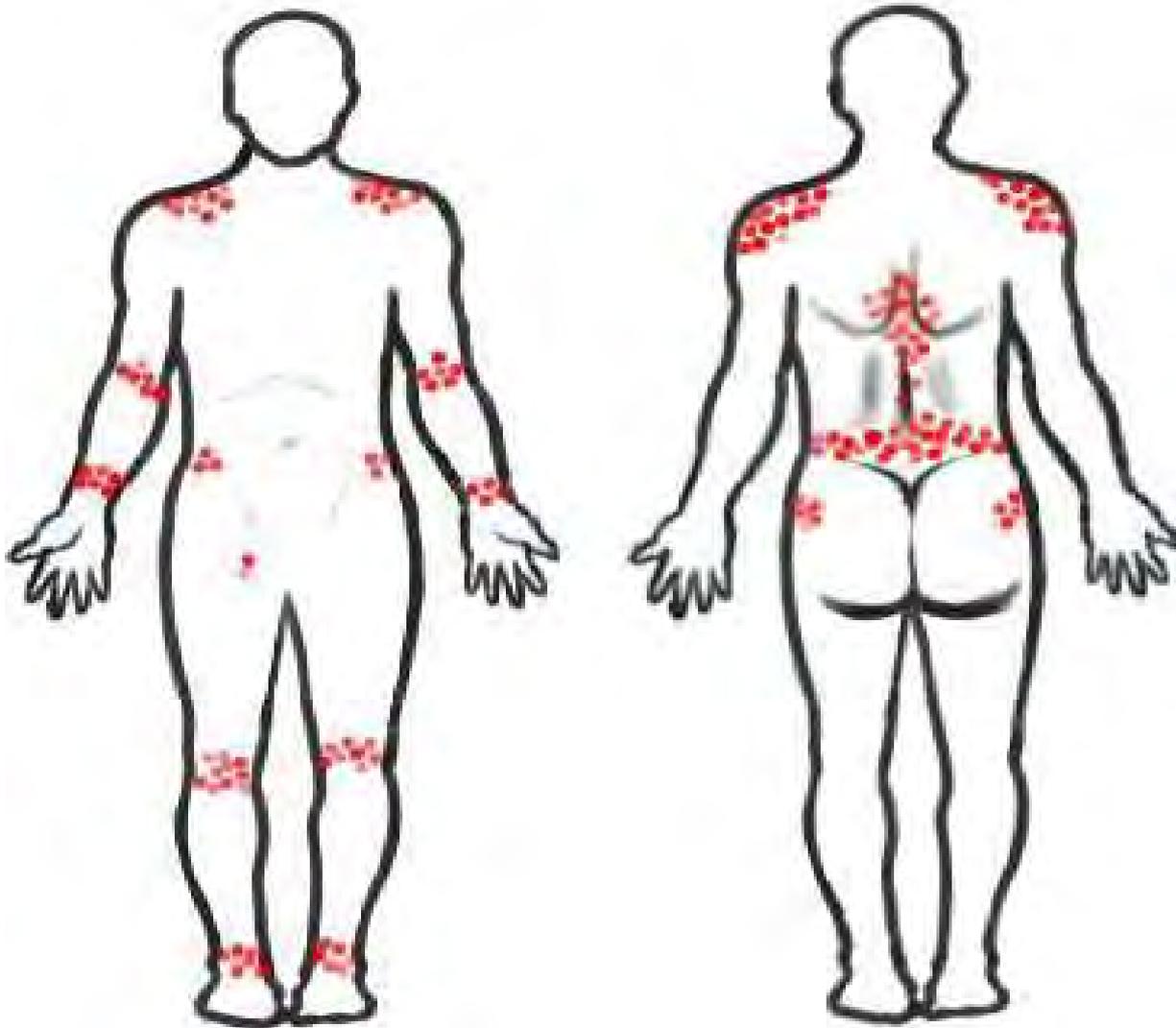


Thanks for clarification and showing me the body map.



Let us now put marks on the body maps.

**The marked body maps below show areas of ill health. You can see the back and front of the body map.**



**Body mapping is a technique used to identify ill health among Workers from the same section and carrying out the same work activities.**

***( We shall return to it when we deal with hazard identification).***

## 1.4. Hazards and risks in the workplace

It has been established that agriculture is the third most hazardous economic sector. It follows mining and construction. Therefore the costs of poor working conditions in agriculture are high. It is important that management take measures to reduce risks to workers.

Agriculture has a range of hazards and risks that need to be controlled. It is therefore important to have an understanding of those hazards for us to be able to control them.

### 1.4.1 What are hazards and risks?

A **hazard** refers to anything with the potential to cause harm to a worker. It could be a substance or machine, work methods or any aspect of the organization. It means it has potential to cause harm to a worker's physical, mental or social well being.

A **risk** can be explained as the likelihood that the potential harm from a particular hazard is realized. For example, a risk could represent the likelihood of a hazardous substance coming into contact with a worker's skin or the likelihood that an unguarded machine/conveyor belt/malfunctioning tractor will injure or kill the worker.

In a nutshell, it is the likelihood of the occurrence or probability of a worker being injured, contracting an illness or dying. The likelihood may be categorized as remote or unlikely which means it is **low**, or will occur in time if no action to prevent it is taken (**medium**), or is likely to happen immediately or in the future (**high**).

You were able to identify a range of hazards that are prevalent in agricultural undertakings. Some of the identified hazards are obvious while others are hidden. In the box below you'll see some of the obvious hazards that are found in agriculture:

#### **EXAMPLES OF OBVIOUS HAZARDS**

- # **Bad or poor lighting.**
- # **Snakes and wild animals.**
- # **Fire.**
- # **Slippery floors due to spillage of oil.**
- # **Moving parts on machinery.**
- # **Heavy loads.**
- # **Open electrical wires.**
- # **Obstructions or confined spaces.**

Thus far you have learnt that as Agricultural workers you face a wide range of health and safety hazards and risk such as physical, biological, ergonomic, psycho-social and chemical hazards. You are often further exposed to excessive heat, cold, rain or wind as most of you work out in the field.

## 1.4.2 TYPES OF HAZARDS

| Hazard        | Examples  |
|---------------|---|
| Physical      | Noisy machinery, falling and/or sharp objects.<br>Tractor accidents, falls from tractors and ladders.<br>Excessive vibration from tractors and chainsaws.<br>Radiation and extreme temperatures.<br>Electricity and fire. |
| Chemical      | Pesticides such as insecticides, fungicides and herbicides.<br>Solvents, ammonia, etc.<br>Workers in agriculture are exposed to poisons that may expose them to cancers.  |
| Biological    | Infectious diseases from animals, birds, viruses, parasites and organic dust.<br>Biological hazards are a serious problem for agricultural workers.   |
| Ergonomic     | Badly designed machinery or/and working tools.<br>Prolonged static working positions – poor postures.<br>Poor seating.<br>Repetitive work.<br>Exposed workers suffer repetitive strain injuries (RSI).                    |
| Psycho-social | Low pay and excessive overtime.<br>Sexual harassment.<br>Poor promotion procedures and other industrial relations policies.<br>Job insecurity that induces stress.<br>Working in isolation or monotonous work tasks.      |

**Physical hazards – They cause injuries and death to workers. Let us look at tractors:**

- # Tractors generate vibration resulting in drivers losing control of the vehicle. They also develop numbness in their hands and fingers.
- # Other problems with tractors include noise, fumes and poorly designed seats causing noise-induced hearing loss, irritation of skin, eyes and lungs, and back disorders..



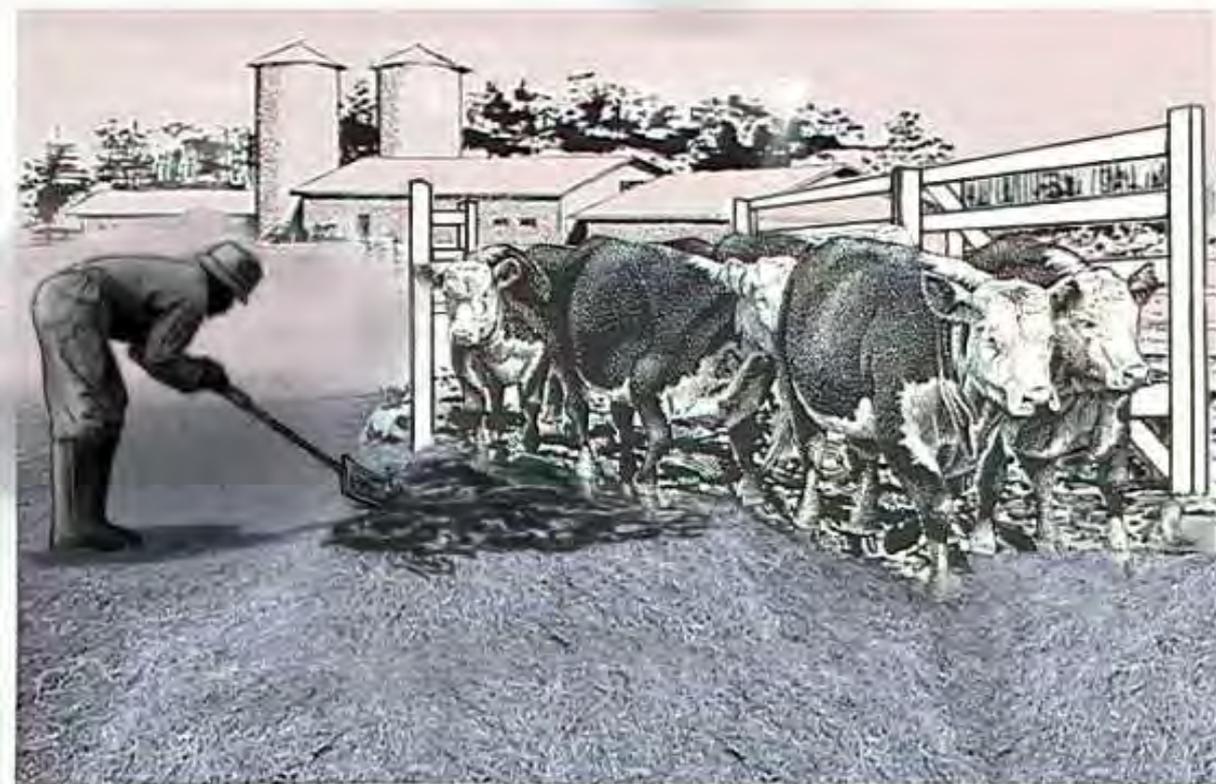


- ⚡ Tractors also injure workers through accidents when boarding or alighting.
- ⚡ Tractors also generate dust that may have residues of chemical and biological agents that may pose a risk to the health of workers.
- ⚡ Moving parts of machinery, obstructions and bad lighting are problems faced by many farm workers.



**Biological hazards:** *We can describe this type of hazard as living things or any substance that has its origins from living things with the potential to cause illness or disease in humans. The following, generally referred to as **GEMS**, are living organisms that may cause illness or diseases to workers:*

- ⌘ Bacteria
- ⌘ Fungi
- ⌘ Protozoa
- ⌘ Virus



- ⌘ Workers are exposed to infections/Brucellosis due to animal secretions.
- ⌘ Mosquito bite – Malaria.
- ⌘ Anthrax.
- ⌘ Dermatitis /Eczema (Skin allergy).
- ⌘ Wheals.
- ⌘ Occupational Asthma.

Agriculture is a sector that employs vulnerable workers who are exposed to a wide range of diseases and disorders. They work with animals and birds and often come in contact with bacteria – in the case of sheep workers, bird-handlers etc – poisonous snakes, spiders and scorpions. Parasitic diseases such as leishmaniasis, bilharzias, facioliiasis, malaria, tetanus and mycosis are prevalent in agriculture.

## Chemical hazards

Workers are exposed to hazardous chemicals including pesticides and fertilizers. Pesticides are types of chemicals that are used to kill pests such as flies, insects or moulds that destroy crops, plants and wood.

### TYPES OF PESTICIDES

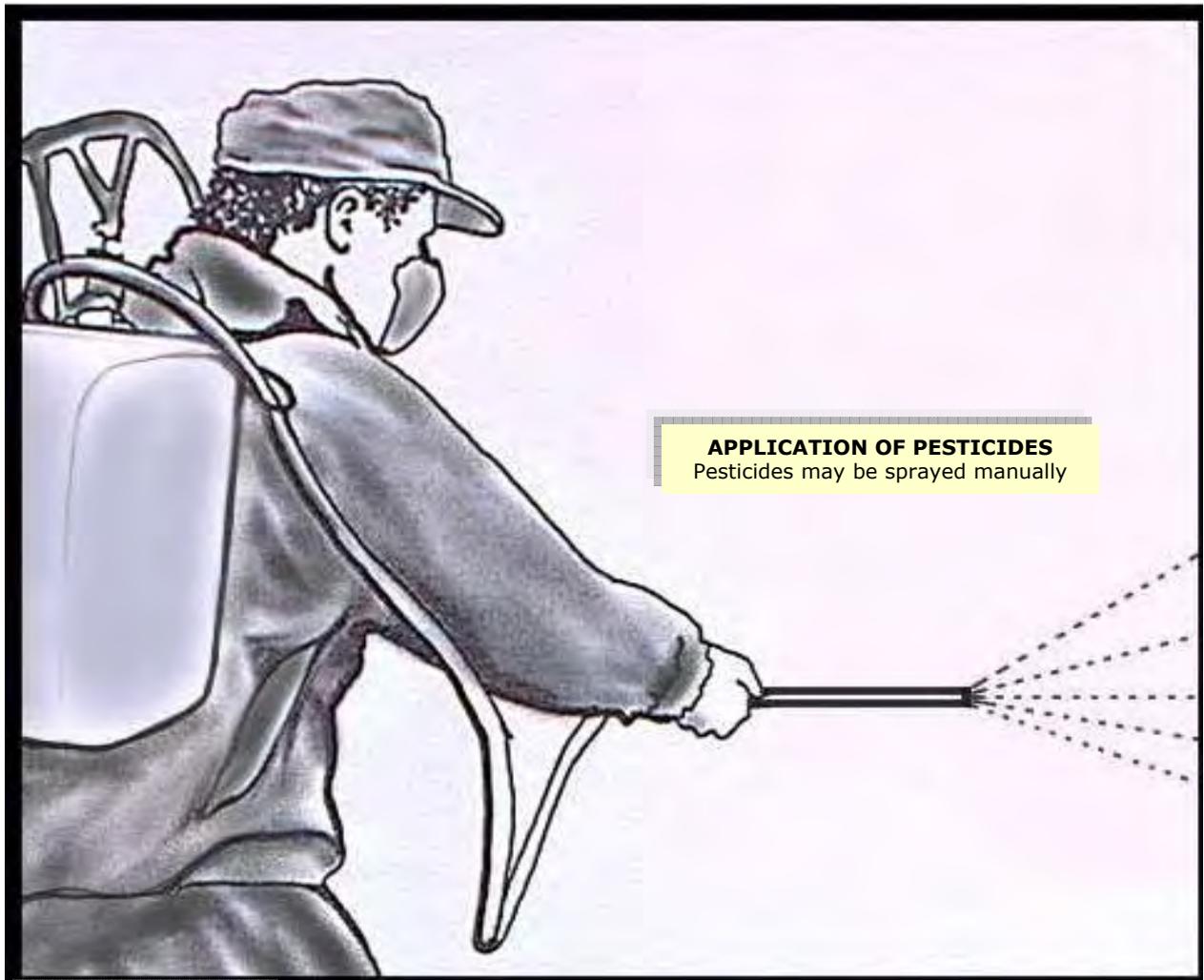
**Fungicides** are chemicals that are used to kill moulds and fungi.

**Herbicides** are used to kill weeds and grass in order to protect the crop.

**Insecticides** are chemicals that are used to destroy unwanted insects.



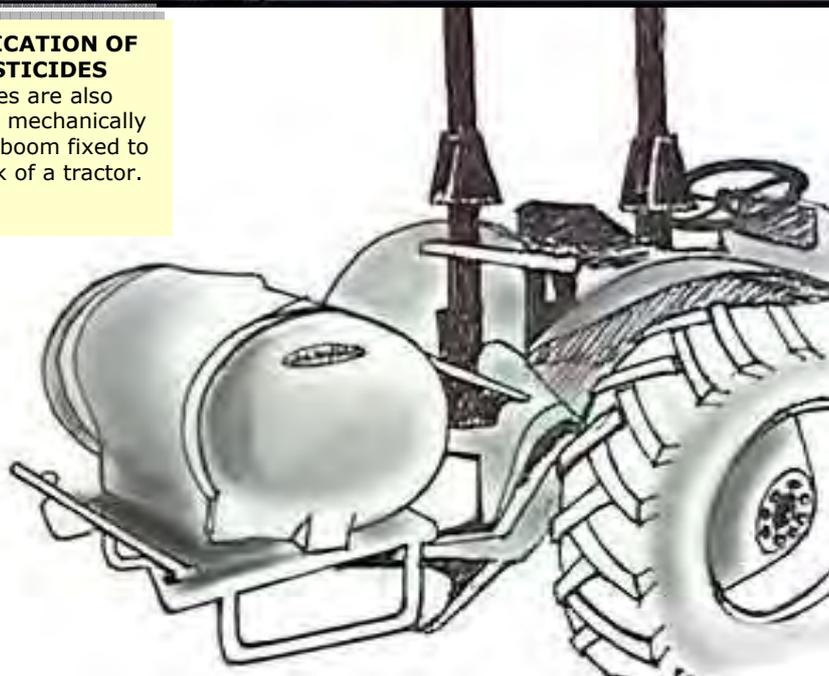
Chemicals come in different forms such as solid, liquid or gas. You may come across pesticides that are in gaseous state, powder, granules or concentrates that have to be mixed with water before being sprayed.



**APPLICATION OF PESTICIDES**  
Pesticides may be sprayed manually

**APPLICATION OF PESTICIDES**

Pesticides are also sprayed mechanically using a boom fixed to the back of a tractor.



The routes through which chemicals enter your body are closely related to their physical form. A worker is exposed to chemicals through one of the following routes of entry:

### **Inhalation**

This means that the worker breathes the chemical into the lungs. Workers who weigh and mix pesticides inside closed rooms are the highest at risk to such exposure.

### **Absorption**

The pesticides may enter the body through skin contact. This is the most common route of exposure for all pesticides and is therefore an important one to be understood by farm workers. Aerial spray exposes workers to considerable skin absorption of the pesticide. Contaminated overalls may also facilitate dermal absorption of the chemical especially in the cases of workers who spray pesticides.

### **Ingestion**

One way of getting chemicals into your body is through swallowing. In agriculture this often happens due to poor welfare facilities such as lack of canteens and washing facilities. Smoking and eating during work with chemicals or in an area where pesticides have been sprayed may lead a worker to be poisoned.

Pesticides that enter the body through one of the above routes are transported into the bloodstream. They have different types of effects on workers, targeting organs such as lungs, kidneys, liver and may impact negatively on the central nervous and reproductive systems. Their effects can be either acute or chronic.

#### **i). Acute**

An acute effect is short term and it is felt immediately after a single exposure.

In the agricultural sector this often happens when workers accidentally swallow a concentrated herbicide, e.g. Paraquat. The poisoned workers may require immediate hospitalization after exposure as he/she will be very ill.

Acute effects can also cause immediate death following exposure. Some acute effects may be less severe and are characterized by common symptoms such as headache, dizziness, vomiting. They are similar to the symptoms of a bad flu which makes diagnose of pesticides poisoning difficult. The following are other examples of acute effects:

- ⚡ Weakness.
- ⚡ Tremor.
- ⚡ Excessive sweating.

- ⌘ Excessive salivation.
- ⌘ Tearing of the eyes and watering of the mouth.
- ⌘ Blurred vision.
- ⌘ Nausea.

## ii). Chronic

These are effects that happen slowly over a period of time. In such cases workers are exposed to chemicals or pesticides long before any negative effects are experienced. The exposure is long term at small doses that the worker may not be aware of. Cancer, damage to nerves and reproductive system and long term psychological effects are some examples of chronic effects.

In agriculture the situation is aggravated by the fact that most workers are unable to read instructions and labels that are in English as most are illiterate or semi-illiterate.

## Ergonomic hazards

Ergonomics is concerned with how workers interact with all aspects of their work environment. Work conditions are often designed in such a manner that workers are forced to over exert some parts of their bodies due to awkward posture or excessive effort. Workers are often forced to adapt to poorly designed work tools and processes that lead to serious injuries such as neck and upper limb musculoskeletal disorder. In the agricultural sector such as the sugar cane industry workers suffer back injuries due to engaging in heavy manual work. Tractor drivers assume poor or bad postures due to sitting on poorly designed seats resulting in backache.

The following are key ergonomic factors that will lead to musculoskeletal disorder if not designed to suit the needs of workers:



- # Workstation.
- # Sitting and chair design.
- # Standing workstation.
- # Hand tools and controls.
- # Heavy physical work.
- # Job design.



#### **BODY POSTURES THAT MAY RESULT IN INJURIES**

- # **Standing for long hours.**
- # **Bending for long periods.**
- # **Unnatural body positions or poor sitting positions.**
- # **Incorrect heights resulting in overstretched joints.**
- # **Repetitive movements.**
- # **Lifting/carrying/pushing of heavy loads.**
- # **Repetitive use of vibrating tools or equipment.**

Workers in crop production (those on farms and in storage of harvested crops) and those in animal husbandry (including animal waste disposal) are exposed to a variety of these ergonomic hazards. Most suffer musculoskeletal disorder or repetitive strain injuries.

## **Psycho-social hazards**

Psychological and social factors at work do have considerable impact on the mental and physical wellbeing of workers.

Psycho-social hazards refer to factors based in the social structures and processes of a workplace, and employment conditions that negatively affect the workers. This is the least recognized work related hazards. It arises out of poor work organization such as:

### **1. Work overload**

This refers to a situation where a worker is given too much to do with unreasonable deadlines and/or when the tasks given are beyond the capabilities of a worker. Essentially it means that the tasks given to the worker make excessive demands on his/her skills.

### **2. Working in isolation**

Working alone may make a worker worry that, if the situation were threatening, no one would come to his/her rescue, for example, an agricultural worker looking after cattle alone in the field where wild animals or poisonous snakes are likely to be seen.

### **3. Work under-load**

This refers to a situation where a worker is given very little work to do that is unable to sustain or maintain his/her level of alertness. When workers perform work activities that are below their capabilities they may become stressed. The tasks may be monotonous and impact negatively on their health.

### **4. Employment conditions**

Poor employment conditions contribute to illnesses and injuries. For example, low wages in South African agricultural undertakings make it difficult to satisfy basic needs. Delays in payment of wages or the use of the 'dop' system (work in exchange for alcohol) are other examples of psycho-social hazards. Badly organized shift work and excessive overtime also induce stress.

### **5. Poor relationships**

The relationship between workers and other workers or between workers and management is another factor that impacts negatively on the health and safety of workers in a workplace. The following are some of the examples:

- ⊘ Management that does not appreciate what workers do.
- ⊘ Sexual and/or racial harassment.
- ⊘ Discrimination on the basis of gender, race, origin, religion, etc.
- ⊘ Workers are treated like numbers or digits without respect and dignity. (a common feature in South African agriculture).
- ⊘ Poor procedures regarding promotion, disciplinary measures etc.
- ⊘ Bullying.

## **6. Job insecurity**

Fear of losing a job in the agricultural sector is high considering that it is characterized by seasonal, casual, contract or migrant workers.

## **7. Lack of welfare facilities**

The lack of facilities such as toilets, canteen, showers, etc induces stress and people may feel that their dignity is stripped.

The psycho-social hazards may lead to pesticide poisoning and excessive alcoholism that may even cloud or confuse exposure to hazardous pesticides

# **1.5 Hazard identification**

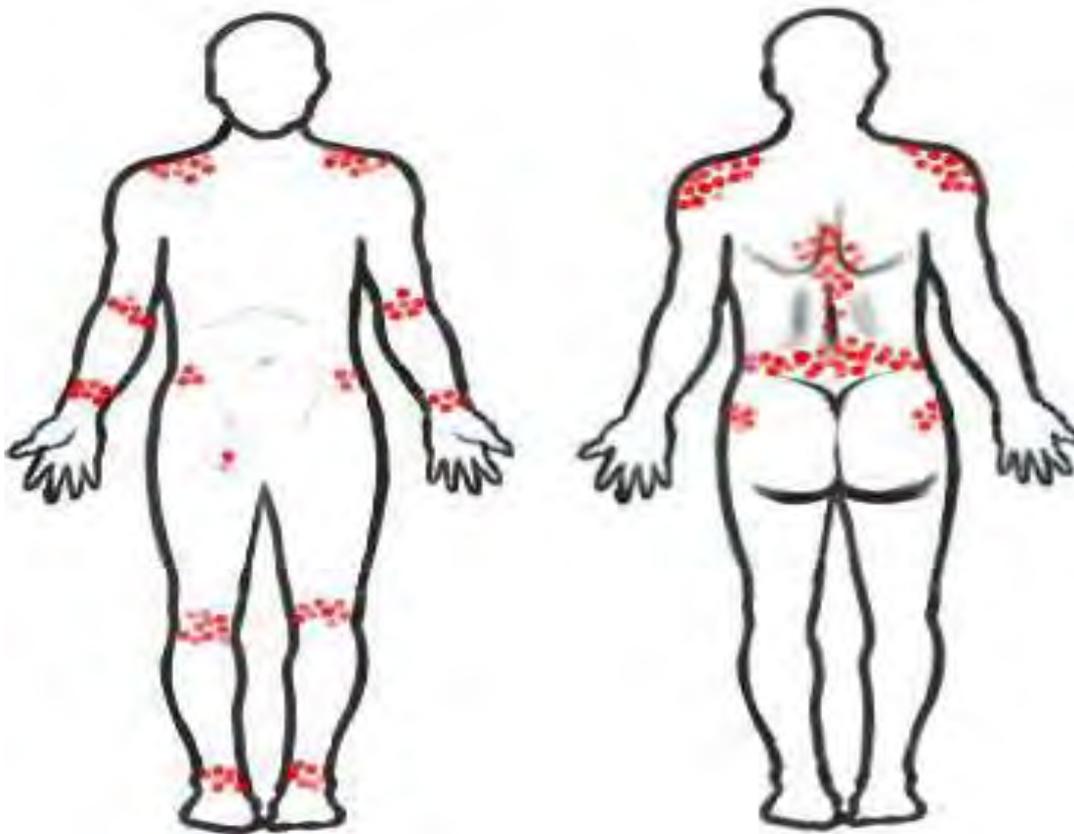
Trade unions are concerned with preventing diseases and accidents in the workplace and particularly on farms. It is important and better to work for prevention than to try to get compensation after being injured or ill due to work-related activities. There is no spare shop where you can buy a severed finger or a damaged lung due to cancer. No amount of money can compensate for the missing hand, blindness, infertility, painful early death or from diseases such as cancer, occupational asthma, etc

## **Techniques of hazard identification**

There are a number of ways and/or tools used to identify hazards on farms or any workplace. Some of them are:

### **A). Body mapping**

It is often difficult to identify health problems in the workplace, especially on farms. Trade unions world-wide use a technique called body mapping to identify health problems. It can be described as a way of identifying health problems among workers of a particular farm or section of the farm normally performing the same or similar job.



The above body markings are the result of your previous exercise. It has helped you to identify ill health arising out of your work activities. You can use **Body mapping** as a tool to identify hazards and risks workers in your workplace are exposed to.

There are other techniques used to identify hazards and risks in our workplaces.

### **B). Hazard mapping**

This technique concerns the drawing of a rough but detailed map of a farm or part of a farm and a living environment where problems are found.

It is similar to body mapping. The only difference is that you mark on the map any place where problems can be found and provide reasons for placing that mark.

### **C). Workplace inspections**

A workplace check can be described as a detailed look into the conditions of a workplace in a systematic way for one or more of the following reasons :

- ⚡ Examining workers' complaints.
- ⚡ Surveying the workplace following the emergence of new information regarding something used on the farm or premises.
- ⚡ Regular surveys as required by law or Collective bargaining Agreement (CBA).
- ⚡ Inspecting to establish the cause of an accident or near miss that has occurred.

Talk to workers about their health and safety problems or complaints

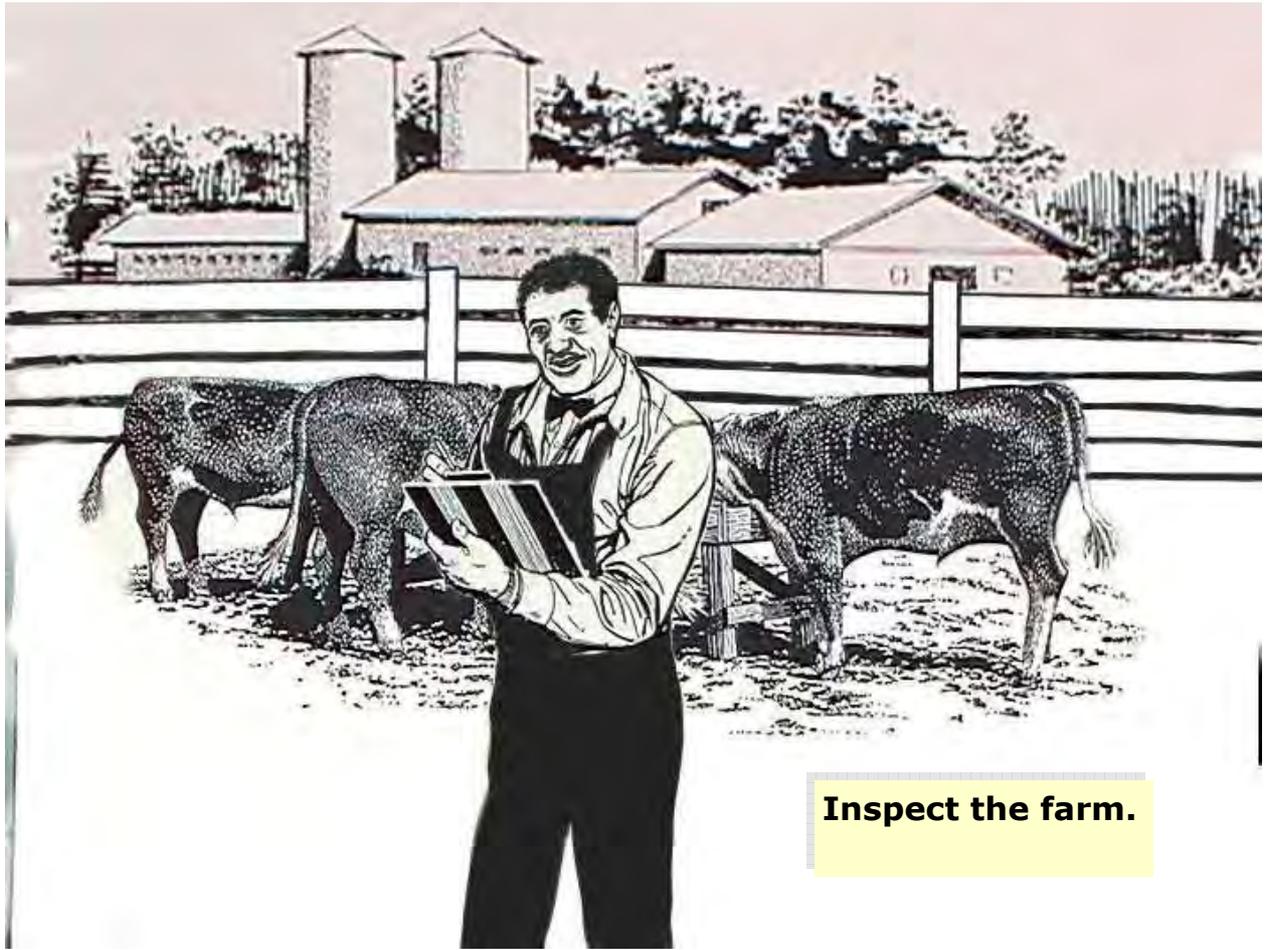


- ⚡ To look at newly introduced machinery, working tools or substances.
- ⚡ To inspect a new process that has been started or work that has been re-organised.

The importance of workplace checks helps to identify potential hazards before they become serious problems, with the aim of controlling them.

There are different types of workplace checks. (Please note that the Department of Labour calls them Inspections):

- ⚡ **Routine or general checks** assess working conditions in order to ensure that the employer complies with legal OHS standards.
- ⚡ **Special checks** are ones that arise as a result of workers' complaints, changes in the work process or practice or the introduction of a new machinery or substance. Further, if an accident has occurred, special inspections will be carried out.



**Inspect the farm.**

**Before conducting workplace checks you should develop a map of the farm.**



***It is important that your map should reflect the real workplace with the number of workers, Different Machines and equipments, type of produce, first aid boxes, fire escapes, storage and its contents, offices etc.***

***The workplace map will assist you in conducting an effective workplace checks.***





# ACTIVITY

## Preparing for Workplace checks

- AIMS:**
- To develop skills necessary for preparing for workplace checks.
  - To develop skills necessary for producing a map of your workplace.
  - To gain skills necessary for designing a checklist for your workplace.



*So as a Farm worker representative I must learn how to draw a workplace map before I do workplace checks. I must also have skills of drawing up a checklist as well.*



*We have been given two tasks:*

*1. Individually we are to draw up a map of our workplaces reflecting the following:*

- # machinery, stores, fields, pesticides, toilets, etc.*
- # Workers, offices and work stations.*

*Post the sketch on the flipchart.*

*2. Second task: In pairs we are to design a checklist to be used in our workplace checks.*

*Please note, we are preparing ourselves for a good workplace checks. Let us follow the good guidelines written on the flipchart as we do these tasks.*



## GUIDELINES FOR PREPARING FOR WORKPLACE CHECKS

OHS Reps must have the following:

- # Previous workplace checks (Inspection) reports.
- # Information from Suppliers or Manufactures of pesticides and other materials or equipment. This means the relevant Material Safety Data Sheets (MSDSs) must be in your possession before you carry out checks.
- # Legal standards and any other standards such as ILO or SADC code of practice on safe use of chemicals, Hazardous Substances Regulations.
- # Agreed standards and safe working procedures.
- # Health and safety policy of the undertaking.
- # Your Union's policy and guidelines on OHS.



***Thank you for reminding me of the guidelines. They are indeed useful. Let us get on with our first task.***



*If you also flip back, you'll see Important hints on developing a checklist. However, we should not forget those are for task 2.*



### KEY POINTS ON DEVELOPING A CHECKLIST.

The following are some key components of a Checklist:

- # Storage and handling.
- # Noise.
- # Floors, stairs, ladders and means of access.
- # Dangerous substances.
- # Machinery and working implements.
- # Personal Protective Equipment.
- # Training.
- # Welfare Facilities.
- # OHS Records.
- # Inspections Reports.

( PLEASE NOTE AN EXAMPLE OF A CHECKLIST IS PART OF YOUR RESOURCE MATERIAL).

#### **d). Medical surveillance**

This is a regular health check on workers to evaluate possible exposure as a result of work related activities. Employees will be subjected to medical checks such as X rays, lung functions, urine tests, blood tests (that excludes HIV/AIDS), ears, eyes, etc.

#### **e). Risk assessment**

This refers to a structured and orderly process of evaluating or determining the likelihood that an exposure to a hazard will lead to injury, illness or death. The process involves:

- ⚡ Identification of the hazards
- ⚡ Dose-response assessment
- ⚡ Exposure assessment
- ⚡ Risk characterization

You should note that as a worker health and safety representative one of your key functions is to identify hazards. **Risk assessment** is therefore a useful tool.

Your body is the best monitoring equipment to:

- ⚡ Spot hazardous and poor working conditions through your eyes. It means you look around the farm to see how people work.
- ⚡ Smell bad odours, through your nose, as an indication of potential hazards that may pose a risk to your health. As you move around the farm your nose should pick pesticides in the air.
- ⚡ Use your brains to be always thinking and learning how best can you ensure that the working environment is free of risks. You may ask your fellow farm workers for their views.
- ⚡ Regularly use your feet to conduct workplace checks.
- ⚡ Use your mouth to argue for good health and safety outcomes and demand for measures to reduce risks to be implemented.

The monitoring equipment helps you to spot hazards that could result in harm to workers on the farm. It is part of risk assessment. The knowledge and skills of risk assessment will help you in the promotion of health and safety in agriculture.

Basically, risk assessment involves **three** steps:

**Step 1.** *The first step is identifying the hazard(s) or dangers. They can include machinery, tools, transport, processes, substances such as chemicals, dust, noise, disease, poor work organisation etc.*

*The aim of risk assessment is to spot the hazards that could result in harm to the safety or health of the workers before anyone is harmed.*

*An "employer" should:*

- ⌘ identify which work activities and processes are the most dangerous*
- ⌘ learn from experience of previous accidents and work-related ill health*
- ⌘ note how many workers are at risk for each hazardous activity, recording whether they are adult female and/or young female and male workers. Are any children involved?*
- ⌘ ask the workers for their views on the dangers of the job(s) they carry out and how workplace accidents and ill health can be prevented*
- ⌘ think about the potential for harm for each work activity or process and the health and safety measures that should be put in place to prevent accidents or ill health*

**Once the hazard is identified, you then move to step number 2. That is you evaluate who may be harmed; how they may be harmed; how eliminate the risk and what control measures could be implemented.**

## **Step 2.**

The evaluation of the type and degree of **risk** for **EACH HAZARD** identified, and which workers are specifically at risk from each of the hazards is crucial to determine the required measures.

- ⌘ You should note that different risk reduction measures will be required for each hazard.*
- ⌘ For each hazard, the employer needs to identify which workers are at the greatest risk of being injured or made ill, how they may be harmed, whether female or young workers are especially at risk and so on.*

### Step 3

For each hazard, the "employer" should work out the health and safety measures she/he needs to put in place to prevent or reduce the risk of her/his workers being killed, injured or made ill. The health and safety measures to be assessed and put in place by the employer should always follow this order:

**Health and safety measure 1: Eliminating** the risk is always the best solution. For example, eliminating the risk by not using a toxic pesticide by using organic farming methods, or by replacing a noisy machine with a quiet one.

**Health and safety measure 2: Substitution** is the next risk reduction option. For example, substituting a less toxic pesticide or chemical for the more toxic one previously used.

**Health and safety measure 3:** Using simple **Equipment** or **Technology** to reduce the risk. For example, soundproofing a noisy machine, using dust extracting equipment, or something as simple as a wheelbarrow or hand cart to carry heavy loads.

**Health and safety measure 4:** Using **Safe work practices, procedures** and methods, linked to **appropriate information and training** for managers, supervisors and workers. This means the employer or her/his manager(s) has to clear instructions and procedures to the workers – written down if necessary – on how to carry out a dangerous task in a safe manner. This means that the employer or her/his manager(s) has to ensure the enterprise and its different workplaces are well organised and run, and supervisors and general workers are properly trained.

**Health and safety measure 5:** The employer's risk assessment may determine that certain **Health testing/medical surveillance measures** may help prevent workers from falling ill when carrying out dangerous tasks. For example, regular lung function tests for workers exposed to potentially harmful levels of dust .

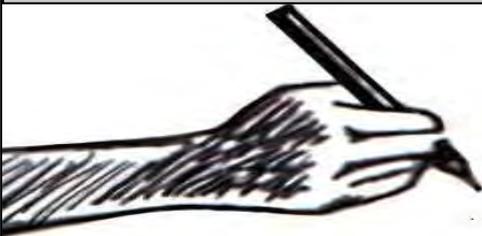
**Health and safety measure 6:** Provision by the employer, at no cost to the worker, of **Personal protective equipment (PPE - a term which includes clothing)**. Except in a few cases (e.g. chain saw use) PPE should *never* be the first option in which to protect workers. The employer should provide PPE to supplement the other health and safety measures above which she/he has already put in place. PPE has to be of good quality providing genuine health and safety protection and the employer should ensure it is well maintained and regularly replaced. The idea is to keep use of PPE to a minimum.

## 1.6 Accident investigation

Despite the best efforts of trade unions and workers to make workplaces safe, accidents may still take place. It is important that some tasks are undertaken in the event of an accident.

Management often says that accidents are caused by workers being careless. Errors can be a factor in accidents, but the majority of accidents are caused by management's failure to provide safe work conditions by controlling hazards. In most agricultural undertakings the following situations are found:

- # Workers are not trained. Health and safety education is not even on management's list of priorities.
- # Unguarded machines.
- # Poor work organization.
- # Lack of proper maintenance.



### ACTIVITY

#### Accident Investigations

I understand you to say that this exercise will help us to learn what to do after an Accident, and also learn how accidents could be prevented. It is important for us farm workers to know as many accidents do take





*The task given to us is that we are going to work in small groups, assuming ourselves as worker health and safety representatives of a farm where an accident has just happened.*

*The task requires us to present to the workshop a list of steps we have taken, including the subsequent steps management and the union have taken in relation to the accident.*

*We need to have someone to chair our small group. A scribe to take notes and someone to present our report to the entire workshop.*

### **1.6.1 Steps you could take after an accident**

- ⌘ Ensure that workers inform management and the union that an accident has occurred.
- ⌘ Get to the scene of the accident as soon as possible but first ensure that it is safe to approach.
- ⌘ Ensure that the injured or poisoned are getting first aid or appropriate medical help.
- ⌘ Ensure that nothing is moved or altered until the accident is properly investigated.
- ⌘ Note the date, time, name of the injured or poisoned, exact place of the accident, and all details of the accident.
- ⌘ Report the accident to management and the factory inspectorate.
- ⌘ Get technical advice.
- ⌘ Find out the cause of the accident.
- ⌘ Take photographs if possible or get agreement for copies of management's photos.
- ⌘ Make sketches where possible and take measurements.
- ⌘ Interview witnesses and the injured or poisoned if possible.
- ⌘ Ensure that members do not answer questions in the absence of their shop steward.
- ⌘ Do detailed accident inspection.
- ⌘ Find out if there have been previous complaints.
- ⌘ Consult the Union Office, shop stewards and other health and safety representatives, and then recommend, in writing, action for the employer to prevent similar accident occurring.

- ⌘ Negotiate with the employer to ensure that adequate steps are taken within a certain time limit.
- ⌘ Inform members and the injured or poisoned of the steps you have taken.
- ⌘ Ensure that accident report and compensation forms are completed.

## 1.6.2 Accident inspections – what to look for



### Key points for Accident investigations

#### What to look for in accident investigation

##### Working environment

Assess the state of working conditions such as lighting, floors, temperature/humidity, workplace layout, noise and vibration, dust and fumes, machine and equipment, signals, conditions of machine guards, etc.

##### Training and job experience

Find out how long the victim has been doing the job and whether he/she was adequately trained; what type of supervision there was; and what type of information was available to the worker.

##### Maintenance

Assess whether equipment has been maintained to standard, and what maintenance reports reveal about the state of any equipment.

##### Personal protective equipment (PPE)

Was suitable PPE issued to the worker and training given on its use? Further more, did PPE prevent communication in any way?

##### Legal standards

At the time of the accident was there a clear or possible breach of legal standards? If any, list them.

##### Other accidents

Are there records of other accidents, dangerous occurrences or near misses in the same section?



## Key points for Accident investigations Continued.

### Role of workers

Were workers involved in the accident in any way? If so, how?

### Management investigations

What has management done to investigate the accident? If there is any investigations are the findings agree with the Unions/Representative's report?

### ACCIDENTS CAN BE PREVENTED IN A NUMBER OF WAYS:

- # Risk assessment programmes to be implemented.
- # Recognition of democratically elected worker health and safety representatives is essential in accident prevention.
- # Training of workers and representatives on health, safety and environment at work.
- # The right to refuse dangerous work.
- # Regular inspections or workplace checks and accident investigations.

### 1.6.3 Hazard control

The approach of trade unions in dealing with hazards is preventive rather curative. It is better to take action before accidents, illnesses, injuries or death occurs. The approach is informed by the recognition that **WORK IS DANGEROUS**.

It remains the duty of the employer to provide a safe and healthy working environment. He/she is obliged to minimize hazards if he/she cannot totally eradicate them.

It is important to consider where to control hazards.

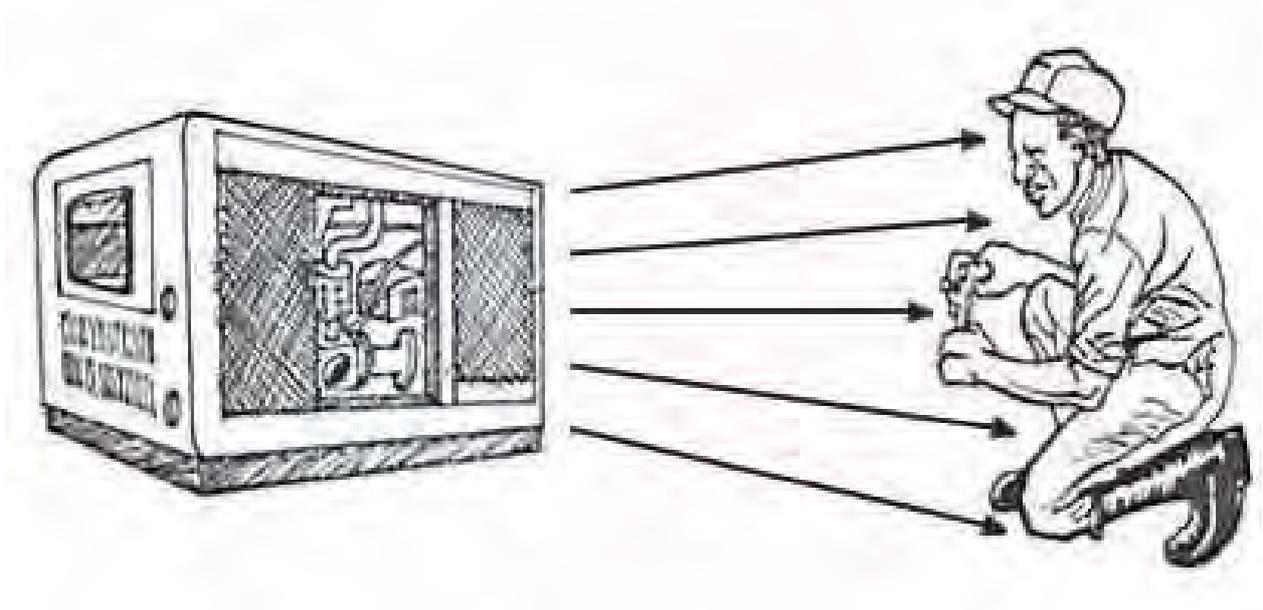
### Principles of Hazard control and risk reduction

It is first done at source, along the path and lastly at the worker.

**At SOURCE**

**ALONG THE PATH**

**AT THE WORKER**



## **The following are a hierarchy of controls:**

### **Elimination and/or substitution**

The first step is total eradication of the hazard by changing the process or removing the hazard through engineering methods. If you cannot eliminate the hazard then consider substituting the process or substance. In the case of a pesticide or hazardous substance, substitute it with a less dangerous one.

### **Reduction of exposure**

Reduce the danger at source through engineering means. It is most effective to deal with the hazard at source than at the worker or along the path. You can enclose and isolate the hazard or control it through the system of ventilation. It is important that the hazard is not transferred from the work environment to the living environment.

### **Administrative controls**

These are controls designed to limit the amount of time a worker is exposed to the hazard. This method reduces the exposure time by:

- ⌘ Changing the work schedules – two or more people rotate tasks instead of making one worker do the same task for the whole day.
- ⌘ Extending rest period.
- ⌘ Training.

## **Personal protective equipment (PPE)**

The last line of defense is to provide workers with appropriate and adequate PPE such as:

- ⌘ Overalls.
- ⌘ Boots.
- ⌘ Mask.
- ⌘ Goggles.
- ⌘ Apron.
- ⌘ Gloves.
- ⌘ Ear protectors.
- ⌘ Face shield, etc.

## **Other methods**

There are other methods such as:

- ⌘ Good housekeeping to maintain general cleanliness.
- ⌘ Personal hygiene and care.
- ⌘ Health surveillance.
- ⌘ Routine maintenance and inspections.

## **1.6.4 Conclusion**

This introduction to occupational health and safety shows that management of occupational health and safety in economic sectors such as the agricultural requires involvement of both workers and management with necessary guidance coming from relevant government departments.

# **Session Two**

# **Introduction to Workplace Health and Safety Law**



# Session Two

## Introduction to Workplace Health and Safety Law

### Learning Outcomes



At the end of this session you'll be able to:

- # Explain the aims of the OHS Act 85 of 1993.
- # List provisions of COIDA and ILO conventions.
- # Demonstrate the ability to apply the law in solving health and safety problems.

It is important that health and safety laws and standards are adhered to by all role players in the management of work related health and safety.

## 2.1. ILO Conventions on Health and Safety

ILO (International Labour Organisation) standards are described as international treaties that are binding to member states that authorize them. They take the form of **CONVENTIONS** and **RECOMMENDATIONS**.

The following are some of the key conventions concerning health and safety at work.

### 2.1.1 Convention 155

This convention is sometimes referred to as the mother of all ILO Health and safety conventions. It covers all sectors of economic activities.

Key elements of this convention are:

- # Government must have a coherent national policy on OHS.
- # Protection of workers who have removed themselves from imminent danger.
- # Employers are required to provide a working environment free of health risks.
- # OHS measures shall not involve any expenditure for the workers.

### **2.1.2 Convention 161**

This convention is concerned with occupational health services. **(Full text will be part of the Resource pack the Facilitator will provide.)**

### **2.1.3 Convention 170**

This convention deals with management of chemicals at work. **(The full text will be part of the Resource pack the Facilitator will provide).**

### **2.1.4 Convention 184**

This is a sectoral convention concerned with safety and health in agriculture and covers the following key areas:

- ⌘ Government to develop a national policy on agricultural health and safety.
- ⌘ The farmers to carry out risk assessments on the farm.
- ⌘ Employers to ensure that workers are trained, supervised and provided with information on hazards and risks associated with their work activities.
- ⌘ Agricultural workers have a right to select safety and health representatives and participate in health and safety committees.
- ⌘ Provision of welfare facilities.

## **2.2 Occupational Health and Safety Act 85 of 1993**

The objective of this Act is ***"to provide for the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery; the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work; to establish an advisory council for occupational health and safety; and to provide for matters connected thereto."***

Essentially the aims of the ACT are to:

- ⌘ Ensure that health and safety is on the agenda of the workplace.
- ⌘ Protect those within the workplace and the public.
- ⌘ Establish structures and procedures that promote health and safety at work.

### **2.2.1. Institution of the Act**

The advisory council for occupational health and safety (ACOHS) is an institution established to advise the Minister of Labour on health and safety matters such as policy, formulation and publication of standards, promotion of health and safety education and training, etc. ACOHS is a tripartite body consisting of 20 members constituted as follows:

- ⌘ 5 Government representatives.
- ⌘ 6 employee representatives nominated by trade unions.
- ⌘ 6 employer representatives nominated by employer's organizations.
- ⌘ 3 experts in the area of OHS.

All members are appointed by the Minister of Labour. The Chief Inspector chairs the ACOHS meetings.

### **2.2.2. General duties of employers**

Section 8 of the ACT provides for the following general duties of employers to their employees:

- ⌘ Provide and maintain a safe and healthy working environment.
- ⌘ Arrange systems of work, plant, machinery etc in such a way that there are no health risks.
- ⌘ Train, inform and supervise employees in order to ensure their health and safety at work.
- ⌘ Control hazards in the workplace by elimination or substitution, reduction at source or lastly by provision of PPE.
- ⌘ Ensure that provisions of this Act are met.

### **2.2.3. General duties of employers and self-employed persons to persons other than their employees**

Section 9 of the Act spells out the following provisions:

- ⌘ Employers must ensure that people other than his/her employees are not exposed to hazards that might affect their health and safety.
- ⌘ Self-employed persons must ensure that their activities do not expose others to hazards that might affect their health and safety.

### **2.2.4. Duty to inform**

In terms of section 13 of the ACT the employer must:

- ⌘ Inform employees about the hazards to their health and safety attached to the activities of their work. Further inform them of precautionary measures to be taken.
- ⌘ Inform the health and safety representative beforehand of planned inspections, or investigations or formal enquiries.
- ⌘ Inform health and safety representative of any incident that has occurred.

### **2.2.5. General duties of employees at work**

Workers are required, as provided in section 14 of the Act, to:

- ⌘ Take reasonable care of themselves and of others.
- ⌘ Cooperate with the employer in ensuring that the provisions of the ACT are complied with.
- ⌘ Carry out any lawful instructions and obey any health and safety rules and procedures.
- ⌘ Report any incident to the employer or to the health and safety representative before the end of the shift.
- ⌘ Report any unsafe/unhealthy situation to the employer or health and safety representative.

### **2.2.6. Duty not to interfere or misuse things**

Section 15 requires that no person must intentionally or recklessly interfere with, damage, or misuse anything which is provided in the interest of health and safety.

### **2.2.7. Health and safety representatives and their functions**

Section 17 provides for the designation of health and safety representatives in accordance with an agreed procedure with the recognized representatives of the workers. Their functions are covered by section 18.

(Please note that in the next section, **Workplace Health and Safety Organisation**, we shall extensively deal with these parts).

### **2.2.8. Health and safety committees and their functions**

In the next section we shall cover these parts of the Act (sections 19 and 20.)

### **2.2.9. Other provisions of the Act**

The Act provides for the designation and functions of the Chief Inspector, designation of inspectors and their functions, special powers for inspectors, investigations, etc.

The following are key aspects of some of these provisions:

- ⚡ An inspector without prior notice may enter a workplace to do an inspection, question any person in the workplace, direct the employer or employee to appear before him, etc.
- ⚡ If he/she is of the opinion that there are likely threats to health and safety of persons, he/she may order employees to stop work or order the employer to stop use of unsafe or unhealthy plant, machinery or substance.
- ⚡ Inspectors can investigate work-related incidents which resulted or could result in injury, illness, or death of any person.

## **2.3 Regulations of OHS Act 1993**

These are key regulations that as an agricultural worker should be familiar with:

### **2.3.1 General safety regulations**

- ⚡ The employer must provide his employees with personal protective equipment (PPE) at no cost to them.
- ⚡ Employer to ensure that workers receive prompt first aid treatment.

### **2.3.2. General admin**

⚡ The employer must meet with the representative trade union before designation of health and safety representatives to consult or negotiate with the representative trade union to reach an agreement concerning:

- i). Nomination or election of health and safety representatives.
- ii). Term of their office.
- iii). Procedures for removing health and safety representative from office.
- iv). Procedures of filling vacancies.

- ⚡ The employer must make available a suitable meeting place for health and safety representatives.
- ⚡ Employer must report incidents within 7 days but in a situation where a serious injury, illness or death has resulted, the employer must report the incident forthwith.

### **2.3.3. Hazardous biological agents**

Key elements of these regulations are:

- ⚡ An employer in consultation with the health and safety committee must ensure that an employee, before being exposed to hazardous biological agents, is adequately and comprehensively informed and trained.
- ⚡ Employers must carry out risk assessments.
- ⚡ The employer must ensure that an exposed employee is monitored.
- ⚡ Employer must control exposure to biological agents.
- ⚡ Safe working procedures for spillage, leakages, disposal, and decontamination or disinfecting contaminated areas must be put in place.

### **2.3.4. Environmental**

Key aspects of these regulations are:

- ⚡ No employee to work in an environment in which the time weighted average dry-bulb temperature in a period of four hours is less than 6 degree C.
- ⚡ The employer must ensure that there is natural or mechanical ventilation.
- ⚡ Employer must maintain good and clean housekeeping.

### **2.3.5. Hazardous chemicals substances**

Key aspects of these regulations are:

- ⚡ An employer in consultation with the health and safety committee must ensure that an employee, before being exposed to hazardous chemical substances, is adequately and comprehensively informed and trained.

- ⌘ The employer must periodically assess and evaluate any employee that may be exposed to hazardous substances.
- ⌘ In respect of inhalation of hazardous chemical substances the employer must monitor the concentration of airborne chemicals.
- ⌘ Employer must put employees on a medical surveillance programmes.

## 2.4. Compensation for Occupational Injuries and Disease Act 130 of 1993 (COIDA)

### 2.4.1. Introduction

COIDA is a compensation law enacted in 1993 to replace the Workman's Compensation Act 30 of 1941. It aims to:

- ⌘ Provide compensation for disablement caused by injuries arising from workplace activities.
- ⌘ Provide compensation for diseases suffered by workers in the course of their work.
- ⌘ Pay compensation to the dependents of a worker who died as a result of diseases or injuries suffered in the course of his/her work.
- ⌘ Pay medical bills for treatment of a worker who has suffered injuries or illnesses as a result of his/her work activities

### 2.4.2. Ambit

The Act covers all employees engaged in an employment relationship such as:

- ⌘ Casual workers.
- ⌘ Domestic workers.
- ⌘ Apprentice and trainee farm-workers.
- ⌘ Workers paid by labour agencies.

### 2.4.3. Duties of employers

All employers are required to:

- ⌘ Register with the Compensation Commissioner.
- ⌘ Keep register of hours worked and wages paid including overtime pay. These records to be kept for four years.
- ⌘ Report accidents within seven days to the Compensation Commissioner.

### 2.4.4. When compensation is paid

The Commissioner pays for:

- ⌘ Temporary disablement which means that the injured or ill worker recovers from the injury or illness.
- ⌘ Permanent disablement meaning that the worker never fully recovers from the injury or sickness.
- ⌘ Medical bills for treatment of the injured or sick worker.

There is a schedule in the Act that indicates percentages of compensation (Example, for total temporary disablement is 75% of an injured worker's wages).

### **2.4.5 Steps in claiming compensation for occupational injury or illness**

The following are the steps to be taken in making a claim:

- ⌘ The worker must inform the employer about his/her injury/illness as soon as possible. It is better to do this in writing although the Act requires it to be verbally or in writing.
- ⌘ The employer completes a **WCL 2** form in duplicate. **Part A** of the form must be sent within 7 days to the Commissioner. **Part B** of the form is given to the worker to give to the doctor.
- ⌘ In the event that the employer refuses to complete the accident report, the worker can complete the **WCL 3** form and directly send it to the Commissioner who will then act.
- ⌘ The Doctor must submit a First Medical report, **WCL 4**, to the employer. The employer must send the doctor's report, **WCL 4**, and his/her report, **WCL 2**, to the Commissioner.
- ⌘ The doctor must send a progress medical report to the Commissioner and lastly, the final report (**WCL 5**).

## **2.5. How to apply the law**

It is important for health and safety representatives to know how to apply the law in the promotion of health and safety at work.

The facilitator has provided you with the following Laws and Conventions:

- ⌘ OHS Act 83.
- ⌘ COIDA Act 300.
- ⌘ ILO Convention 155, 161, 170 and 184 ( **Please note these are part of your Resource material pack**).

### **ACTIVITY - APPLYING THE LAW**

#### **AIMS**

- ⌘ To help gain more understanding of health and safety laws.
- ⌘ To gain skills of how to apply the law in dealing with health and safety problems

#### **TASK**

Role playing: your group is a team of health and safety representatives who are meeting to plan arguments to advance with management on a number of health and safety problems. Go through the OHS Act and its regulations and ILO Convention 184 that the facilitator has supplied you in order to tackle the four problems.



# ACTIVITY

Applying the law to OHS issues.



## ACTIVITY - APPLYING THE LAW

### AIMS

- # To help gain more understanding of health and safety laws.
- # To gain skills of how to apply the law in dealing with health and safety problems.

### TASK

**Role playing:** your group is a team of health and safety representatives who are meeting to plan arguments to advance with management on a number of health and safety problems. Go through the OHS Act and its regulations and ILO Convention 184 that the facilitator has supplied you in order to tackle the four problems.

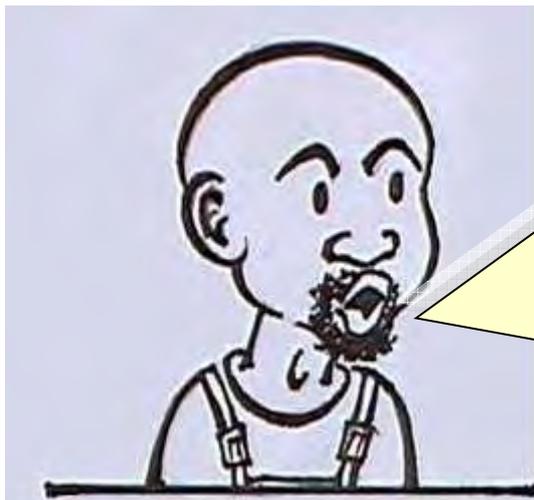
***Please read the task very well. If you do not understand the four scenarios or situations, do not hesitate to ask. I'm ever available to help you in your learning and development.***

***Do not feel threatened that you are now going to apply law to health and safety situation. Nothing is difficult. We learn best by doing.***

***One Education activist made a statement about learning, which I'll never forget. He said, with passion, that .....***



***When we do it practically we'll learn effectively, So we must act out this Exercise. It is going to be interesting and perhaps exciting.***

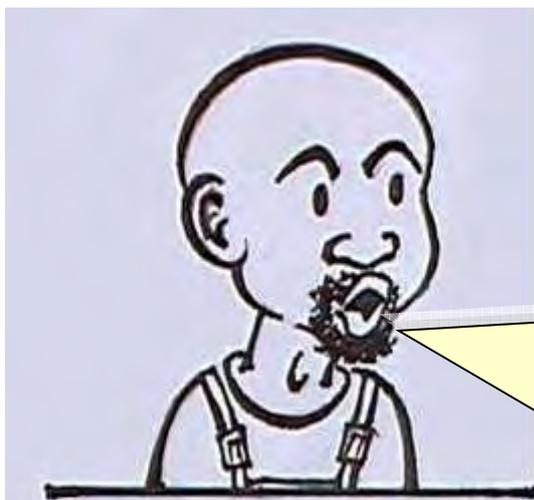
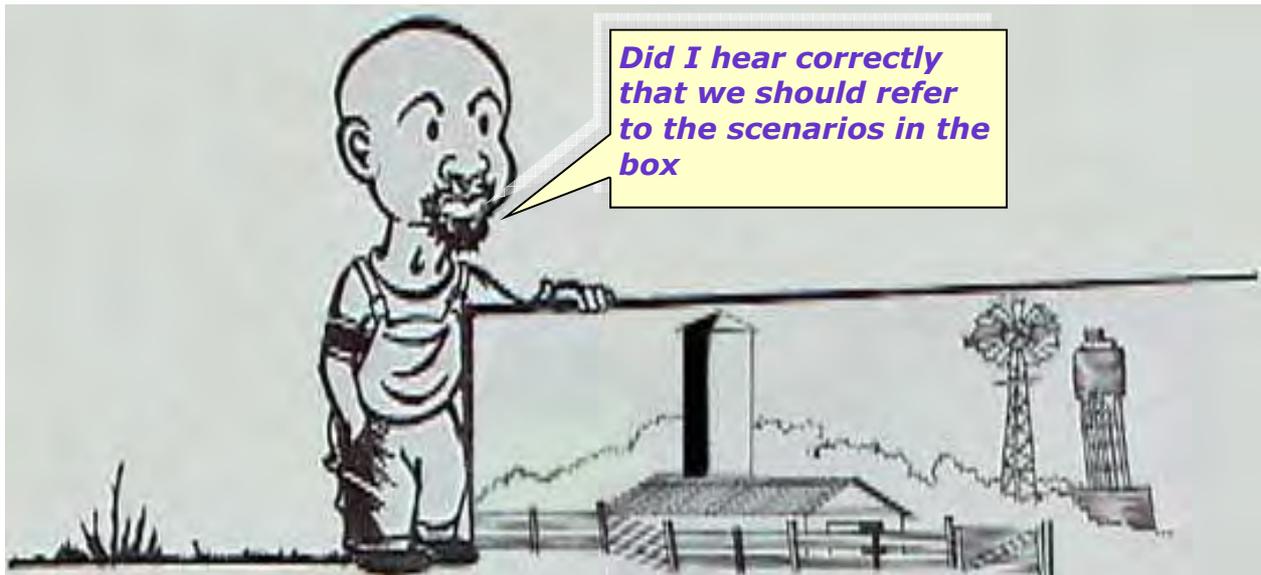


***I like what the Facilitator said, 'It is out of practice that knowledge is gained'. For us farm workers that is very important. The role -play will help us learn how to apply the law in fighting for good health and safety working environment.***

***We regard ourselves as teams of OHS Reps who are meeting to plan arguments to raise with management on a number of health and safety problems.***

***Copies of the laws provided will help us a great deal.***

***Let us collectively work on it and present our role play to the workshop.***



**You are right. We are required to:**

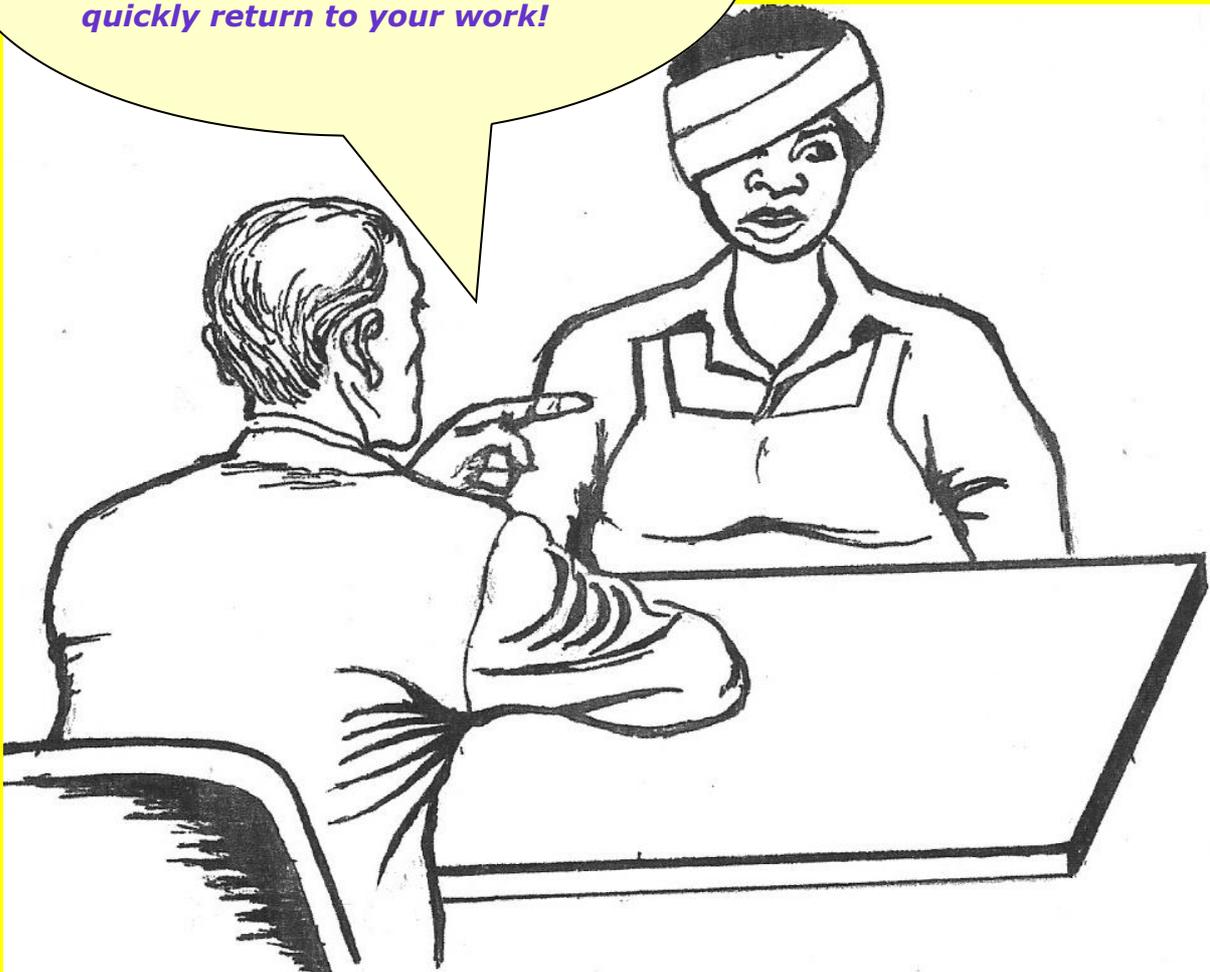
- ⌘ **Find out which law(s) apply in the situation.**
- ⌘ **Which arguments from the laws could we use to fight our cause?**
- ⌘ **In the last problem think of a health and safety regulation on the farm or farms we work for, whereat the law was not followed. We should explain the steps taken by management, us, and our union.**

## **SCENARIO 1.**

You are health and safety representatives designated in terms of section 17 of Occupational Health and Safety act (1993) as amended. Last month you attended a 5 day health and safety course organized by Government in Cape Town. At the end of this month you received your normal wages but short of 5 days wages , the time when you were on the training course. The Supervisor has informed you that it is the Government that has to pay wages as it has already paid for your travel and training costs . In fact he emphasized that it is normal for the Government to pay wages of health and safety representatives when they are on training or when carrying out their health and safety tasks.

## Scenario two

*My pesticide! My farm!  
My bananas, mangoes! My  
employees! My profit! And your  
fault! You stinking idiot! Go and  
wash in the nearby dam and  
quickly return to your work!*



**In this situation an injured worker is forced to go back to work.**

**She being blamed for the incident. Further she is being insulted and abused and her dignity injured by the boss.**

*If you don't go back to work, you are dismissed! You must also evacuate my farm with your family.*

*Oh!! I am in pains!! And dizzy, boss!!*



## **SCENARIO THREE**

**A female worker has been splashed with pesticides and she is lying down in an unconscious state. The employer insists that the police should be called on the scene before paramedics could attend to her.**

**On the other hand another fellow worker has been instructed to carry on with the Work of the poisoned or face dismissal. She is extremely scared. She fears that she might also become a victim and seeks your advice as shop stewards who have been trained on OHSE.**



# Scenario four

Mr Piet Gous, Health and Safety Consultant of the farm you work for, has written a letter to 72 members of the Agricultural Union of South Africa (AUSA) threatening them with dismissal if they insist on their demand to negotiate designation of health and safety representatives for the farm. Their workplace employs the majority of seasonal and casual workers. Your union's organiser argues that your farm has 56 permanent workers who have a right to elect health and safety representatives. To intensify the struggle for OHSE, the Organiser has advised you to file a grievance for paying for overalls and boots that the employer provides you with.

| TASK           | What part(s) of the law applies. | Which arguments could you use | If you had the similar experience, how did you Handle it? In the future How can you handle it Differently? |
|----------------|----------------------------------|-------------------------------|--|
| Scenerio One   |                                  |                               |  |
| Scenerio Two   |                                  |                               |  |
| Scenerio Three |                                  |                               |  |
| Scenerio Four  |                                  |                               |  |

## 2.6. Conclusion

Your understanding of different perspectives of health and safety will help you a great deal in dealing with health and safety problems as illustrated in the different scenarios that you had just discussed. R. Undersson gave different perspectives as follows when describing a workplace accident:

- |                        |   |  |
|------------------------|---|--|
| 1. The Physician       | : | An unintentional injury.                         |
| 2. The Engineer        | : | A technical failure.                             |
| 3. The Psychologist    | : | A result of conflicting interests.               |
| 4. The Lawyer          | : | An event that no one can be blamed.              |
| 5. The Statistician    | : | A random occurrence.                             |
| 6. The Manager         | : | An event that careless workers are to be blamed. |
| 7. The Average man     | : | An Act of God.                                   |
| 8. The Trade Unionist: |   | Poor working conditions created by the employer. |

The above shows that there are different approaches to health and safety. The trade union approach focuses on the conditions of work and not at the worker. In conclusion work is dangerous and any approach should be preventive rather than curative.

Our work on health and safety should use legal provisions and expertise available to achieve maximum protection of workers against hazards and risks. The law can be used to ensure that health and safety on farms and other places of employment are improved. It pressurizes the farmer or employer to bring in necessary improvements in the workplace or on the farm.

It is critical to report any non-adherence to legal provisions by the farmer or employer, and demand that the situation is rectified. You have a right and a duty to report to the Department of Labour any failure on the part of the farmer to comply with health and safety standards.

# **Session Three**

# **Workplace Health and Safety Organisation**



# Session 3

## Workplace Health and Safety Organisation

### Learning Outcomes



At the end of the session you be able to:

- # Explain your understanding of a health and safety representative.
- # Explain the meaning of a roving health and safety representative (RSR).
- # List functions of health and safety representatives.
- # List duties of health and safety committees.
- # List the function of a roving health and safety representative.

### 3.1 Introduction

Agricultural unions in South Africa hold the view that most deaths, injuries and ill health or poisoning on farms are caused because farmers fail to provide safe and healthy working environment. They strongly feel that strong trade union organizations on farms are critical in the promotion of health and safety as it will ensure that farmers take preventive action against health and safety hazards on farms.

It is necessary to develop structures such as health and safety representatives, including the roving ones, and joint health and safety committees.

Trade union organizations on the farms become vibrant if they have the support of workers and the union's full time officials.

### 3.2 Health and safety representatives

Trade union health and safety representatives need to have well defined and clear roles when dealing with matters of health, safety and environment on farms.

In small agricultural undertakings that employ less than twenty workers it is important to have an Roving Safety R representatives elected by the trade unions. Remember that a workplace with more than 20 full time workers has a right to designate health and safety representative(s).



# ACTIVITY

## Workplace Health and Safety Representatives.

### AIMS:

- ⌘ To help understand the definition of a health and safety representative.
- ⌘ To learn roles and functions of health and safety representatives.



### 3.3 Roles and functions of health and safety representatives

The OHS Act provides that for every workplace with more than 20 employees the employer must designate one health and safety representative. Section 18 of the said Act outlines the functions of a health and safety representatives as follows:

- ⌘ Review the effectiveness of health and safety measures.
- ⌘ Identify potential hazards at the workplace.
- ⌘ Examine together with the employer the causes of accidents.
- ⌘ Investigates any health and safety complaint of workers.
- ⌘ Represent workers' health and safety interests to the employer and health and safety committee.
- ⌘ Conduct periodic workplace inspections.
- ⌘ Consult inspectors of the Department of Labour on matters of health and safety.
- ⌘ Attend the health and safety committee meetings.

### 3.4 New type of health and safety representatives

Health and safety in small places is a challenge. There are innovative strategies to deal with these situations such as a new type of health and safety representatives.



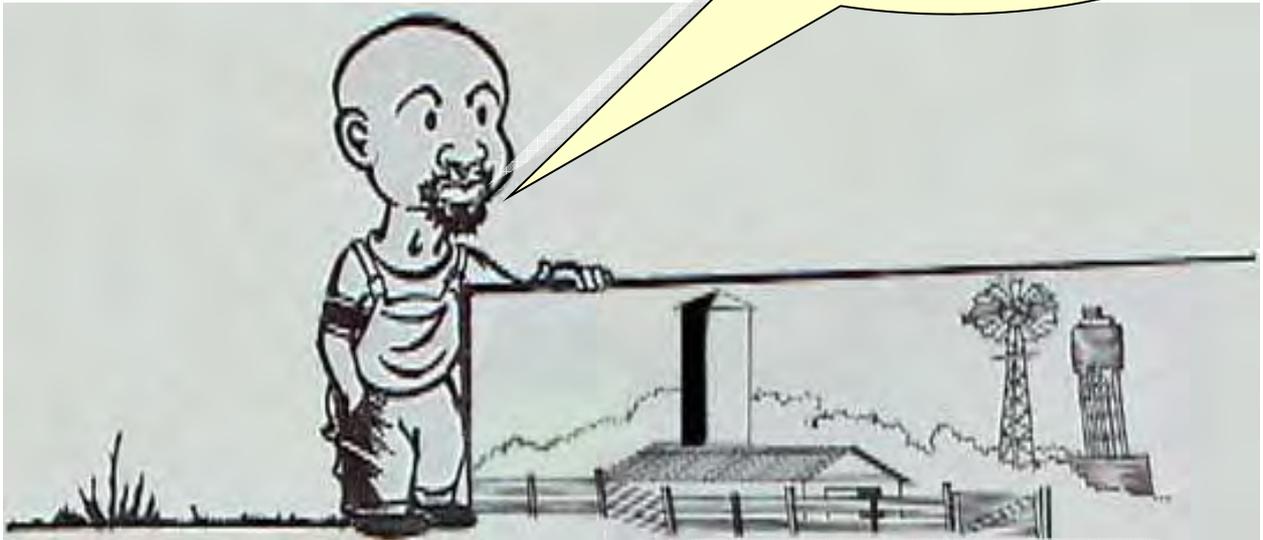
## ACTIVITY

### Roving Health and Safety Representatives (RSR).

**AIMS:** To help us learn:

- ⌘ The Meaning of roving health and safety representative.
- ⌘ Functions and/or roles of Roving health and safety representatives.

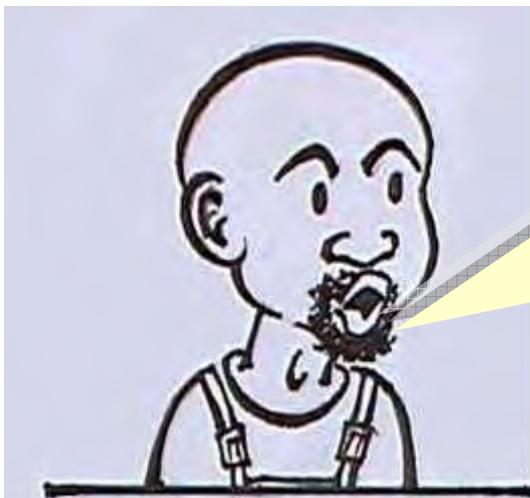
***Our farm has about 10 workers. Four of them are seasonal and the rest are permanent. So we are a small farm. A challenge.***



***Reading the passage is very interesting. We have answers to health and safety challenges on small farms.***

***Let us be clear about the task our small group is supposed to handle.***

***Let us first read the passage on the Flipchart and then answer the questions below.***





*A Swedish Trade unionist made this point in a health and safety workshop of AUSA:*

*"The work of roving health and safety representatives (RSR) is important for small workplaces and the trade unions. Their abilities, extensive knowledge and commitment to improve working conditions have won the trust and confidence of the employers as their work have saved huge costs for the employer, government, the community and workers. The RSR is appointed by the trade unions from among workers and help activate health and safety programmes of a number of workplaces in a specific designated geographical area. Their activities are not confined to their workplaces. RSRs have the same rights as those of local health and safety representatives who are appointed only to serve their local workplaces. Some of the key tasks of the RSRs are:*

- # Activate workplace OHS activities.*
- # Ensure protection against accidents, ill health and death is satisfactory.*
- # Conduct health and safety education for management, workers and local health and safety representatives."*

*"The system of roving health and safety representatives has improved the working life of the Swedish workers and I hope to exchange more ideas on the subject." He concluded.*

**In your small groups, please, answer the following questions:**

- 1.** What is your understanding of the concept of an RSR?
- 2.** Can you list the functions of an RSR?
- 3.** Assume that you are an RSR and develop a plan of your work.

## 3.5 Roving Health and Safety Representative.

Trade union's OHS cadres believe that it is critical for the unions to develop vibrant organisations in the work place to ensure that management take actions that improves health and safety. The RSR scheme intends to contribute to that noble objective. It is part of a workplace health and safety system.

The RSR scheme is concerned mainly with workplaces with less than 20 employees who do not enjoy the statutory right to have Health and Safety Representatives. It is based on the principle that an effective workplace health and safety management system is one that is participatory. We can't leave this key area in the hands of employers alone, especially in the agricultural sector.

### 3.5.1 What is an RSR?

An RSR is worker who represents the health and safety interests/concerns of workers. He/she has the same rights as those conferred to ordinary health and safety representative. The difference being that she/he operates in a specific geographical area and helps to activate health and safety programmes for a number of workplaces in that area. His/her responsibility is to work with both workers and the employers.

RSRs also liaise with Government Inspectors. The intention to achieve better health and safety outcomes cannot be met without greater participation by workers and their unions. RSRs provide:

- ⚡ Effective and informed communication between workers and management.
- ⚡ A link between workplaces and inspectors.

Situations are made worse by the fact there are poor or low levels of inspection and enforcement in small agricultural undertakings. Worker Roving Safety Representatives aim to contribute immensely to good health and safety outcomes in this sector. It is absolutely correct to say that "safety Representatives and OHS Committees are the backbone of trade union organisations on health, safety and environment at work".

Briefly, the functions of an RSR are as follows:

- ⚡ To promote hazard control measures in a workplace.
- ⚡ To be involved in the planning and the introduction of new production methods, processes, technologies and/or substance.
- ⚡ Give advice to employers and workers.
- ⚡ Ensure that health and safety standards are complied with, including legal provisions.
- ⚡ Educate both management/employers and workers on health, safety and the environment.

The above functions are geared to ensure that working conditions improve.

### 3.6 Functions of a health and safety committee

The following are functions of Joint health and safety committees:

- # Make recommendations on health and safety matters.
- # Report to the inspector.
- # Keep records of recommendations.
- # Monitor and enforce implementation of health and safety agreements.
- # Conduct workplace inspections.

*These are summaries of our discussions.*

#### SUMMARY

- # A joint health and safety committee committed to discuss health and safety matters.
- # Worker Health and safety representatives form an important part of the committee.
- # Management representatives in the committee should have authority to make decisions. It is important that decisions are jointly arrived at.
- # The position of chairperson of the committee should be on rotation basis.
- # Worker health and safety representatives are accountable to the workers.

#### Functions of the committee

- # Committee receives inspection reports.
- # Investigates injury, ill health and fatalities.
- # Develop health, safety and environment policies.
- # Discusses new changes, new machinery, equipment, processes and buildings.
- # Ensure that risk assessment is carried out and appropriate measures are taken.
- # Ensures that agreements and laws are adhered to.

# **Session Four**

# **Education Methods**

# **in**

# **health and safety**



# Session 4

## Education Methods in Health and Safety

### Learning Outcomes



At the end of this session you'll be able to:

- # Explain active learning methods.
- # Explain qualities and skills of a good educator or facilitator.
- # Demonstrate skills to plan for a course.
- # Demonstrate skills to use the participatory methods in facilitating a health and safety education programme.

## 4.1 Introduction

Education programmes form a core of trade union work to consolidate internal unity and build solidarity. Let us find out **what learning is**.

Most academics agree that learning is an individual and social activity that results in systematic changes of behaviour. This change in behaviour is permanent as a result of an exercise and/or experience. One may conclude that institutions of learning are agents of socialisation.

Before we examine theories and principles of learning, let us consider for a moment the following thoughts of Ira Shor and Paulo Freire arguing about the myth of value-free learning. In a discussion with Paulo, Ira states:

**“Students are trained to be workers and professionals who leave politics to the official policy-makers at the top. These falsely neutral curricula train students to observe things without judging, see the world from official consensus, to carry out orders without questioning, as if the given society is fixed and fine.”**

It is critical to determine at the outset our role as educators in the struggle to change the world of work into a healthy and safe one. Our OHS education should contribute to the development of critical minds. Our programmes must emphasise critical contact with reality, not techniques. We need to be clear where we stand in the moment of change.

## 4.2 What is a learning theory?

It is concerned with how learning takes place. The following are assumptions that support learning theories:

- ⌘ People can learn irrespective of age.
- ⌘ Effective learning necessitates appropriate instructional devices.
- ⌘ Learning needs time and practice.
- ⌘ Experiences form the foundation of successful learning.

## 4.3 Characteristics of an adult learner

Adults are responsible for the success of an organisation and they are therefore responsible for their own development:

- ⌘ Adults learn only what they feel they want to learn.
- ⌘ Adults learn by doing. They learn best through activities.
- ⌘ Adults learn by solving practical problems. Learners are problem-centered.
- ⌘ Adults learn through the application of previous experiences and knowledge.
- ⌘ Adults learn best in an informal environment.
- ⌘ Adults learn best through a variety of education methods.

The learning process is facilitated by an interaction between people and reality. **A facilitator** plays an important role.

## 4.4 What is a facilitator?

Most trade unions believe that workers can be best in educating others because they daily go through the same experiences. However, in order to educate others it is important to possess some basic knowledge about the subject.

A facilitator is an individual who helps adults learn. In order to play that role he/she does one or more of the following:

- ⌘ Interacting with learners.
- ⌘ Planning the process and the content of the course with the learners.
- ⌘ Serving as a guide to learners on their learning journey.
- ⌘ Serving as a resource to learners.

The aforesaid requires the facilitator to understand active learning methods or participatory learning methods.

## 4.5 Participatory education methods

There are a number of participatory learning methods:

### 4.5.1 Small group discussion method

- ⌘ A group of three to five members is given a task to discuss an issue or solve a problem.
- ⌘ Before learners are broken into groups, the facilitator explains the aims of the activity and the task to be undertaken by the learners.
- ⌘ The learners then break into their groups where a note taker and spokesperson record key points of their discussion which is then reported back to the whole class.



One small group discusses health and safety problems as a learning exercise.

***Different small groups as demonstrated by the two pictures discuss a number of health and safety issues. In the process they learn from one another. That's how adults learn by doing.***



**After their group discussions the small group will present the outcome of their discussions to plenary for further discussions as demonstrated by the picture below. The learning processes becomes effective as issues are re-visited and clarified. This is one active learning method used in educating adults.**



### 4.5.2 Led discussion/Brainstorming method

A facilitator will pose a question or questions and ask each participant to respond. The responses will be recorded on a flipchart without being judgmental. The aim is to generate a range of ideas or solutions to a problem. The discussions on the ideas raised provide an opportunity to learn new information and further encourages involvement of learners. The process is interesting and entertaining as participants will be encouraged to express more ideas if they so wish and later list them in some type of priority.

### 4.5.3 Assignment

- ⌘ A problem solving exercise with clear guidelines of a specified length.
- ⌘ Learners may be paired to solve a given problem or to do a field study on identifying hazards in the workplace.
- ⌘ Participants, before coming to a health and safety workshop, may be given an assignment of finding out workers'/members' complaints on health and safety.



Participants of a health and safety workshop are out in the agricultural field identifying hazards by talking to members as part of their learning assignment.

#### 4.5.4 Role play

This technique can be described as the on –the-spot acting out of a situation or event. A good role play must have a scenario made up of a scene, situation, an event and a story.

- ⌘ Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role.
- ⌘ The enactment may be rehearsed, or the learners may be briefed on the particular role to be played.
- ⌘ The facilitator will give learners briefs on the role they are supposed to play such as in interviewing, negotiating, or case handling activities.

The role play may be structured or spontaneous. Structured role play refers to a scenario the Educator developed in advance while a spontaneous role play is an improvised scenario on a given problem in a particular area by participants.

The following are important points to consider when applying this method:

- ⌘ Explain the aims of the role play to learners.
- ⌘ Explain the structure or format of the role play.
- ⌘ Set the tone of the role play.
- ⌘ Ensure that everyone understand his/her role – actors and observers. It is important to make sure that observers are actively involved in the role play otherwise the educational value of this technique will only be confined to the actors.
- ⌘ At the end of the role play allow everyone to debrief.
- ⌘ Ask for feedback first from the actors and followed by the observers.



**Participants in a role play.**

#### 4.5.6 Case studies

Case study is a technique that describes events or facts from which decisions are to be taken. The aim of case studies is to present detailed information about a situation to the participants that they will have to examine and make conclusions.

It is important for the case study to be relevant and interesting to make the learning process effective. Please note the following important steps in the process:

- # Introduce the case carefully to participants and give them clear instructions.
- # Allow them time to report back about their discussions to plenary.
- # Summarise the discussion and write key points on the flip chart.



## ACTIVITY

### 5. Applying Active Learning methods to Health and Safety.

#### **AIMS:** To help us learn :

- # To develop course planning skills.
- # To gain facilitation skills.
- # To deepen knowledge of health and safety.

**Please note that when doing Task 1 you should refer to the notes on the flipchart that the Facilitator has provided you with.**



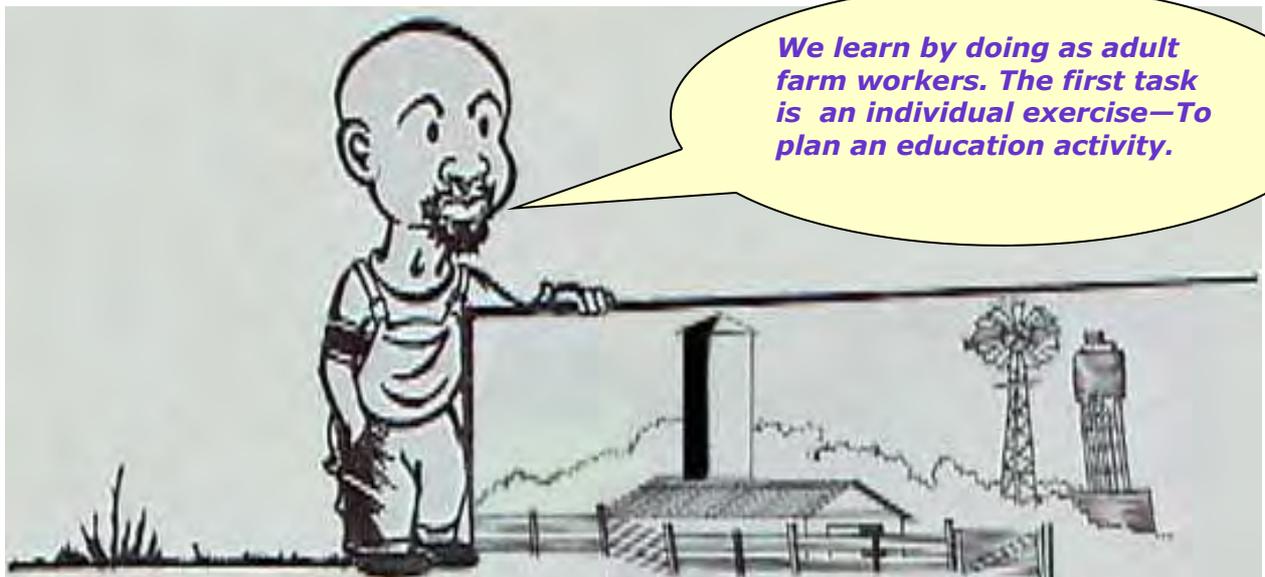
## PLANNING A LEARNING ACTIVITY

### Key points

Your learning activity should have the following:

- # A subject— example, Basic OHSE
- # AIM(S) of the Activity— example to learn the meaning of OHSE
- # METHOD : Example this is a small group exercise.
- # TASK - Example— In your small group exercise discuss the following:

Please note: *it is important to have clear instructions on what the learners are expected to do. YOUR ACTIVITY SHOULD HAVE SPECIFIC TIME. Example, This task will take you 30 minutes.*



**We learn by doing as adult farm workers. The first task is an individual exercise—To plan an education activity.**

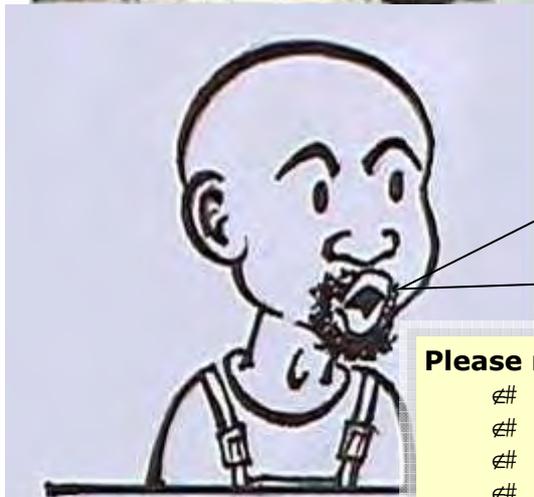


*I like what the Facilitator said : 'Knowledge is the child of practice.' Practice will cement everything that we learn. In this task we are required , as individuals, to plan a lesson on one of the following subjects:*

- # Techniques of identifying hazards.*
- # Different types of hazards.*
- # Workplace checks or workplace inspection.*
- # Health and safety representatives and their functions.*



*We then present our work to plenary or the entire workshop. Is that right?*



*That is also my understanding of the first task. Thereafter we are to work in small groups to prepare a 15 Minutes role play to be acted out. Let us refer to the box below to have a good role-play presentation.*

**Please note the following:**

- # Ensure that everyone can see each other.**
- # Visual aids can be seen by all your participants.**
- # Course material for participants is available.**
- # Be clear of the education method you are applying**
- # Be clear of your workshop arrangement in terms of seating.**

## 4.6 Conclusion

It is out of practice that we perfect our skills and deepen our knowledge. You have now gone through active learning methods. Please go and practice by educating farm workers about health and safety on farms. It is important that you write down your next steps.



### ACTION PLAN

It should have the following key elements:

1. What needs to be done—Actions
2. Aims of those Actions
3. When to carry out those actions
4. What are the expected outcomes of those Actions.
5. What resources will you use to carry out those actions.

Refer to the format in your Resource Material pack.

PLEASE NOTE THAT YOUR  
PLANNED ACTIONS  
SHOULD BE SPECIFIC AND  
NOT GENERAL. ENJOY OHS  
WORK.

**International Union of food, Agricultural, Hotel,  
Restaurant, Catering, Tobacco and Allied Workers  
Associations  
(IUF)**

Rampe du Pont Rouge 8  
CH—1213 Geneva  
Switzerland

Tel : +41 22 793 22 33





Supported by:  
**LO-TCO of Sweden**