NUMBER OF STUDENTS PER COMPUTER

<table>
<thead>
<tr>
<th>Country</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>11.1</td>
</tr>
<tr>
<td>Latvia</td>
<td>13.9</td>
</tr>
<tr>
<td>Lithuania</td>
<td>19.6</td>
</tr>
<tr>
<td>EU (old)</td>
<td>6.3</td>
</tr>
</tbody>
</table>
TIME (HOURS/DAILY) SPENT WORKING WITH A COMPUTER AT SCHOOL (STUDENTS)

Latvia

- <1: 1%
- 1-2: 3%
- 2-3: 26%
- 3 and over: 70%

Lithuania

- <1: 2%
- 1-2: 9%
- 2-3: 2%
- 3 and over: 87%

<1 □ □ 1-2 □ 2-3 □ 3 and over

<1 □ □ 1-2 □ 2-3 □ 3 and over
TIME (HOURS/DAILY) SPENT WORKING WITH A COMPUTER AT SCHOOL (TEACHERS)

Latvia

- 13%
- 12%
- 48%
- 27%

Lithuania

- 30%
- 19%
- 15%
- 36%

Legend: <1 1-2 2-3 3 and over
TIME (HOURS/DAILY) SPENT WORKING WITH A COMPUTER AT HOME (STUDENTS)

Latvia
- 20%: 3 and over
- 11%: 2-3
- 9%: 1-2
- 24%: <1
- 36%: no computer

Lithuania
- 17%: 3 and over
- 7%: 2-3
- 13%: 1-2
- 25%: <1
- 38%: no computer
TIME (HOURS/DAILY) SPENT WORKING WITH A COMPUTER AT HOME (TEACHERS)

Latvia

- <1: 5%
- 1-2: 44%
- 2-3: 10%
- 3 and over: 13%
- no computer: 13%

Lithuania

- <1: 13%
- 1-2: 21%
- 2-3: 18%
- 3 and over: 13%
- no computer: 18%
LOWER SECONDARY SCHOOL, %

LV
- Back: 16.5%
- Eyes: 41.1%
- Neck: 22.9%
- Paid no attention: 21.3%
- Does not happen to me: 7.8%

LT
- Back: 7.8%
- Eyes: 47.0%
- Neck: 12.2%
- Paid no attention: 16.5%
- Does not happen to me: 7.8%

IEA2006, Maastricht
TEACHERS, %

LV
- Back: 24.4%
- Eyes: 45.5%
- Neck: 6.8%
- Paid no attention: 10.8%
- Does not happen to me: 0.0%

LT
- Back: 44.7%
- Eyes: 59.0%
- Neck: 9.8%
- Paid no attention: 20.0%
- Does not happen to me: 0.0%

IEA2006, Maastricht
SOME CHANGES IN USE OF A COMPUTER, % (1)

2004  2006

- Text input
- e-posting
- Computer games
- Computer games, daily
SOME CHANGES IN USE OF A COMPUTER, % (2)
CONCLUSIONS (1)

• The most of time that Latvian and Lithuanian students spend when they are working with computer they spend out of school

• Not enough attention is given to workplaces of students and teachers. Main cause - financial opportunities and lack of experience.
CONCLUSIONS (2)

- Well-organized working place become more and more important because there are not any requirements for computer place at home in Baltic, and there are very scant rules for computer place in school.

- There are some misconceptions especially by students about computer as serious risk factor for their health.
CONCLUSIONS (3)

• Computer ergonomics at school must be treated not only as an ergonomics as discipline but also as a pedagogics problem, resp., as a part of the new direction – pedagogical ergonomics
THANK YOU FOR YOUR ATTENTION!