EDUCATION GUIDELINES FOR THE WORLD OF WORK

PRESCHOOL EDUCATION
BASIC EDUCATION
SECONDARY EDUCATION

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CONTENTS

I. ABBREVIATIONS AND ACRONYMS

EU-OSHA - European Agency for Safety and Health at Work

ENSST – National Strategy for Occupational Safety and Health

EU - European Union

FPRW - Fundamental Principles and Rights at Work

ILO - International Labour Organization

IE- Independent Entrepreneur

LL - Lifelong Learning

NPISH - Non-Profit Institutions Serving Households

NSQ - National System of Qualifications

OECD - Organisation for Economic Cooperation and Development

OSH - Occupational Safety and Health

PPE - Personal Protective Equipment

WHO - World Health Organization

II. INTRODUCTION

Work is a multidimensional and dynamic reality, which has been transformed a lot over time – the way we work, the object of our work, its purpose and meaning, its relevance to society, its social and economic impact, as well as the rights and freedoms of those who work, have undergone profound changes.

It is important to keep in mind the path taken, in countries such as Portugal, of conquering rights and improving working conditions and, among other achievements, of eliminating child labour, which until recently was a reality with some expression in our country, and the challenges that may arise.

Today's increasingly global world of work is affected by important and rapid transformations that, in some cases, call into question the rights and freedoms achieved. The intensification of technological transformation, demographic dynamics, climate change, globalisation of production and consumption, has profound impacts on economic activities, including work organization and employment relations. These trends now urgently call for more responsible and sustainable production and consumption and new threats to decent work.[1]

Among the different possible scenarios on the future of work, the vision of jobs at risk coexists, due to the increasing automation, robotics, and artificial intelligence, with lack of decent job opportunities, which are increasingly scarce for younger generations of workers, both related with greater job insecurity, which could lead in the long term to increased risk of economic inequalities and social exclusion. However, there are no inevitable scenarios, there are ways to participate and shape these transformations, and active citizenship and social dialogue, through its representatives, are key elements in this process.

New technologies, new forms of organization and work relationships are increasingly complex and have impacts on working conditions causing new paradigms, and emerging risks. Occupational safety and health play a key role in preventing and controlling these risks, aiming the working conditions improvement based on prevention, which requires the change of habits and behaviour to face the risks of accidents and work-related diseases.

On the other hand, the future of work, more inclusive and with greater social justice, also

opens up the possibility of creating decent jobs in new sectors and activities, such as the care economy or the green economy, in view to a greater social economic and environmental sustainability. This vision calls to a deep reflection, dialogue between all involved in the world of work on innovative business and organizational policies and models, to new ways of working and collaborating. It also calls for a strong focus on adaptability and the development of skills adjusted to a constantly changing labour market.

In this context, lifelong learning is even more important for transforming new and old challenges into opportunities, both in the transition to the labour market and in the various professional transitions that will take place throughout working life.

Several national and international benchmarks have been produced in this framework, concerning the challenges presented and that we collectively face, allowing the development of legislation and policies and, simultaneously, listing priorities for action in the short, medium and long term.

The United Nations 2030 Agenda for Sustainable Development Goals highlights the need of building peaceful, fair and inclusive societies based on universal respect for Human Rights. Goal 8 is based on the concept of "decent work" developed by the International Labour Organization. This concept refers to qualitative dimensions of work such as labour rights, social protection, remuneration or social dialogue. A number of targets have been set involving young people before and after entering the world of work, in order to achieve this goal - *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*. These targets, together with Goal 4 - *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* - contribute to the achievement of the 2030 Agenda.

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1 Decent Work is a concept worked on by the International Labour Organization since 1999 and institutionalized in the ILO Declaration for Social Justice and a Fair Globalization of 2008. This concept integrates qualitative dimensions of work such as fair pay, social protection, rights at work and social dialogue.

These two goals and targets state the importance of different dimensions of education and work. Their complementarity and mutual contributions to the achievement of the Decent Work Agenda and the importance of lifelong learning are visible.

In 1996, the report of the UNESCO International Commission on Education for the Twenty-first Century (DELORS *et al.*, 1996) referred to an education based on the pillars of the 21st century, and presented guidelines leading to a contextualised education, preparing students for life in society, amplifying the essential elements of learning and applying these contents to everyday knowledge. The same report also stated that education should, for this reason, constantly adapt to those social changes, without neglecting experiences, basic knowledge and the result of human experience.

More recently, the *European Union Recommendation on Key Competences for Lifelong Learning - European Reference Framework* (2008), in implementing the *European Qualifications Framework for Lifelong Learning (EQF)* (2008) (revised in 2017), focused on the need to modernise education and training systems, the interrelationship between education, training and employment and the close links between formal, non-formal and informal learning, leading also to the validation of learning outcomes acquired through experience.

In May 2018, the European Parliament and the Council of the European Union published the *Council Recommendation on Key Competences for Lifelong Learning* to respond to socio-economic developments, building on the discussions on the future of work and the review of the existing Recommendation in this regard, from 2006. This Recommendation sets out a broad range of competences needed for personal fulfilment, employability and social inclusion, which should be developed in Member States' education and training systems from a lifelong learning perspective.

The *Recommendation* not only emphasises the need for Member States to increase the level of basic competences of their citizens, as the grounds for better learning, but also appeals for the strengthening of the development of other competences essential to face changes in the world of work. In this context, there is an emphasis on competences such as entrepreneurship, in addition to literacy, mathematics, science, technology and engineering, and digital competences.

Within this framework, the Council calls on the European Commission to pursue the principles and recommendations of the Report of the Global Commission on the Future of Work, *Working for a Brighter Future* (ILO, 2019), namely in its people-centred approach. It proposes to the European Commission the update of its 2006 Communication on promoting "Decent work for all - and the EU contribution to the implementation of the Decent Work Agenda" in the light of the Principles of the Centenary Declaration on the Future of Work and the 2030 Agenda for Sustainable Development.

In March 2020, the European Commission published the Gender Equality Strategy 2020-2025. In this Strategy, it reinforces gender equality as a core value and a fundamental right of the EU, promoting it, in the scope of the World of Work, mainly regarding equal employment opportunities under equal circumstances, eliminating gender disparities in the employment as well as the gender pay gap.

Several regulatory instruments have been produced in Portugal, in recent years, active employment policies have been reformulated and new programmes have also been launched in relevant areas such as job insecurity or the *Garantia Jovem* Programme for young NEETs.

The National Strategy for Equality and Non-Discrimination - Portugal + Igual, approved by Council of Ministers Resolution No. 61/2018 of 21 May, which is based on the collective commitment of all sectors in the definition of measures, namely the elimination of gender stereotypes that are at the root of direct and indirect discrimination on the grounds of sex, is also referred in the labour context and in the educational and professional options that prevent effective equality.

The same Strategy mentions measures to promote a better work-life balance, such as those included in the "3 *em Linha*" Programme, presenting legislation on equality and non-discrimination in the protection of parenthood, equal pay for men and women and balanced representation between the same in the management and supervisory bodies of public business sector entities and listed companies. Finally, it refers the incentives

for the qualification of adults through the "Qualifica" Program, among other political and normative solutions with impact on the labour market and that contribute to the objectives of the 2030 Agenda in relation to the ILO Decent Work Agenda.

These measures promote the active involvement of the various actors of the world of work, call for effective education and vocational training systems that accompany the changes in the world of work, and encourage the strengthening of bipartite and tripartite social dialogue.

Also of note is the Social Consultation Agreement, of 15 June 2018, to "Combat job insecurity, reduce labour segmentation and promote greater dynamism in collective bargaining", and the National Strategy for Occupational Safety and Health 2015-2020 approved by the Resolution of the Council of Ministers no. 77/2015 of 18 September, «a comprehensive policy instrument for the promotion of occupational safety and health, between 2015 and 2020, addressing the need to reach the European standards regarding occupational accidents and illnesses, towards a constant and consolidated reduction of work related accidents, as well as to contribute, in a progressive and continuous manner, for health and well-being at work improvement levels».

The National Strategy for Occupational Safety and Health 2015-2020 - "For safe, healthy and productive work" -, aligned with the purpose and goals of the corresponding Community Strategies, guiding standards of reference organizations (ILO, WHO and EU-OSHA) and social consultation agreements, aims to contribute to change that situation through a set of dispositions, such as the progressive integration of OSH in all levels of education and in the educational system is to be highlighted.

The activities promoted by the occupational risk prevention network have been based on ENSST 2015-2020 (National Strategy for Occupational Safety and Health 2015-2020) since 2015. The occupational risk prevention network, which includes ACT and social (employers and workers organization's) and institutional partners, mobilised a concerted and common strategy with the aim of contributing to the achievement of the goals defined for the period 2015-2020, namely, the promotion of OSH in schools, the promotion of quality of life at work and the competitiveness of companies, the reduction of the incidence rate and the number of work accidents, and the reduction of risk factors related to occupational illnesses.

The Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on an EU Strategic Framework on Health and Safety at Work 2014-2020 stresses, in the Education area, that "raising awareness of OSH starts at school". In this sense, recommendations were made to "better reflect OSH issues in school curricula (especially in vocational education and training) as well as to better promote mental health and wellbeing".

In face of the current and emerging challenges to achieve inclusive and sustainable economic development, full and productive employment and decent work, particularly for the younger generations, the relevance of the inclusion of the World of Work as one of the domains of the citizenship and development curriculum component stands out, contributing to the implementation of the National Citizenship Education Strategy.

It is important to underline that the Education Guidelines for the World of Work focuses on a professional context, intending to contribute for the students to reflect on some formal aspects of the work (identified in the themes and descriptors determined there). The theme of the world of work is not exhausted in this referential and may be enriched with the collaboration of other professionals, in the school context.

The world of work in the context of the national curriculum

The Education Guidelines for the World of Work aims to contribute to the achievement of the *Students' Profile by the End of Compulsory Schooling* [2], a document that establishes the matrix of principles, values, and competence areas to which the development of the curriculum must conform.

It is based on this matrix that we can refer to Well-Being, Health and Environment, Body awareness and mastery, Reasoning and Problem Solving, Critical and Creative Thinking, Interpersonal relations, Information and Communication and Autonomy and personal development as examples of competence areas related to the World of Work, along with a the values of Responsibility and Integrity, Excellence and demand, Curiosity, reflexion and innovation, Citizenship and participation and Freedom, as values with which the World of Work articulates.

The World of Work is one of the National Strategy for Citizenship Education domains. Knowing that all the domains to be worked in the curricular area of Citizenship and Development should be seen as intercommunicating elements, based on a holistic view of the person, this guiding document, produced by the Directorate-General for Education, in collaboration with various partner entities, is a document that can be a working ground for the approach to this domain of citizenship and development, in the projects and curricula developed by the schools. The schools, within the scope of their autonomy and regarding their Strategy for Citizenship Education, may use and adapt these Guidelines according to the options taken, by contextualising the practices to be developed.

This is the framework in which a working group has been set up for the preparation of these Guidelines and that has integrated members of the Directorate-General for Education, the Authority for Working Conditions, the Office of the International Labour Organization for Portugal, the National Agency for Qualification and Vocational Education, and the Institute for Employment and Vocational Training.

The entry into force of Decree-Law no. 55/2018 of 6 July meant the curricular syllabus of Basic and Secondary Education include the World of Work in the component of Citizenship and Development. Within the framework of this component, the provisions of that regulation apply to the various educational and training offers of primary and secondary education within compulsory education in public, private and cooperative educational schools, including vocational, public and private schools, as well as distance learning and individual and home schooling.

The Education Guidelines for the World of Work can be developed in a transversal way - for example, in the 1st cycle and in secondary education - or through the subject of Citizenship and Development - in the 2nd and 3rd cycles or globally, in school projects (compulsory education), through different methodologies adjusted to the age group of students.

Moreover, it contributes to the interconnection and complementarity between formal and non-formal education, constituting an important working tool for other entities and educational stakeholders interested in acting in education for the World of Work - through the production of resources and pedagogical-didactic materials and in teacher's education, both initial and in service.

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2 Cf. AAVV (2017). *Perfil dos Alunos à Saída da Escolaridade Obrigatória.* Ministry of Education/Directorate-General for Education: Lisbon.

Organisation and structure of the guidelines

The Education Guidelines for the World of Work are organised by levels of education and by cycles of education - preschool education, 1st, 2nd and 3rd cycles of primary education and secondary education. It is a guiding document for the implementation of the domain of the World of Work, Citizenship Education, in the context of preschool and compulsory education.

It is a coherent whole, structured in a common way at all levels and cycles of education and teaching, presenting a specific work proposal for each of them in support of the approach to Education for the World of Work.

Global themes were identified, which integrate sub-themes for which objectives and performance descriptors were defined, suggesting a progressive approach from preschool education to basic and secondary education.

The overall themes are the following:

1. The World of Work: Background and Evolution

2. Decent work

3. Occupational Safety and Health

4. Work, equal opportunities and non-discrimination

5. Professional and organisational performance: determining factors

6. Integration into the World of Work

The identification of the proposed themes was based on national and international references, on the evolution of the concepts and issues under discussion in the field of Education for the World of Work, and their relevance to the major challenges of today's world.

In each sub-theme, the defined performance descriptors integrate a set of knowledge, skills, attitudes, values, and behaviours necessary to meet their objectives and to achieve the intended learning outcomes.

These descriptors at all levels and cycles of education were considered appropriate for the level of development and age group of the children and young people for whom they are intended. They gain increasing complexity, assuming a more in-depth progressive approach, adapted to different age levels and to the knowledge previously acquired by students in this area as to specific school contexts.

The Education Guidelines for the World of Work includes two tables: the first one presents a summary of learning outcomes by theme (Table I); the second identifies the themes, sub-themes and goals proposed for each of the levels and cycles of education and teaching (Table II).

The Education Guidelines for the World of Work also includes the list of abbreviations and acronyms used, a glossary, essential bibliography, a list of legislation, a set of websites related to Education for the World of Work and a set of websites for consulting statistical data related to the World of Work.

III. THEMES AND SUMMARY OF LEARNING OUTCOMES

Table I

Themes[3]	Learning outcomes
The World of Work: Background and Evolution	• Students understand the concept and role of work as a source of income, personal achievement, social valorization, and socio-economic development, as well as the relationship between the evolution of industrial relations and working conditions including the role of different labour entities from a historical perspective. • Students are able to distinguish between the formal and informal economy, recognising their relationship with the social and labour rights and duties of employers and of workers under the applicable legislation. • Students are able to critically reflect on the complexity and impacts of globalisation on the world of work, equating them in their multiple dimensions, as well as on occupational safety and health conditions and other challenges and opportunities resulting from technological and digital innovation. • Students demonstrate an attentive attitude towards emerging trends in the World of Work, recognising themselves as potential actors in the dynamics of the future of work, valuing factors of employability, inclusion and sustainability.
Decent work	• Students identify the key elements of the International Labour Organization's (ILO) Decent Work Agenda and its implications for inclusive and sustainable economic growth and development, reflecting on the importance of promoting access to decent and quality jobs for all, including young people. • Students understand the relationship between social protection and the socioeconomic development of the country, considering the importance of the level of social protection and their relationship with employment, and recognising the role of public bodies with powers concerning labour relations, occupational safety and health, vocational training, and social economy and solidarity-based economy institutions with competences in the social security area. • Students are able to characterise the national employment market, expressing themselves in terms of the analysis of concepts and statistical data, valuing the qualitative dimension of employment in a world in rapid and constant labour change. • Students are able to exemplify situations and contexts that contribute to disrespect for fundamental rights at work, recognising the need to define Fundamental Principles and Rights at Work (FPRW) as well as their relationship with human rights and economic and social development. • Students express respect and solidarity towards people in situations of forced or slave labour, human trafficking and child labour and they value the application of instruments and measures in defence of the FPRW, by the different national and international players governing and regulating work. • Students recognise the importance of social dialogue as an instrument of democratic participation in the world of work, identifying actors, instruments and the advantages of collective bargaining, understanding the role of the authorities and mechanisms for the prevention and solution of conflicts. • Students recognise the importance of collective bargaining, considering its role in fighting inequality, job insecurity and social injustice, in promoting decent jobs and the innovation of productive processes. • Students value the International Agreements between Multinational Enterprises and Trade Union Federations for labour regulation, the global economy and the respect for Fundamental Principles and Rights at Work.

Occupational Safety and Health	• Students know and distinguish concepts that integrate Occupational Safety and Health (OSH), the main stakeholders in OSH management and their responsibilities, as well as the rights and duties of employers, workers and their representatives in relation to OSH. • Students identify hazards and risks related to professional activities and value the implementation of prevention, control and protection measures (always considering technological evolution, the adaptation of work to human beings and the inclusion of vulnerable people) to prevent work accidents and occupational diseases or to minimize their consequences, at an individual, social and economic level. • Students are able to recognise the importance of the culture of OSH prevention as a way of preparing for working life, increasing the quality of working life and the well-being of workers, valuing a holistic approach (prevention, protection, education, and citizenship) and actively participating in OSH activities at school. • Students are able to distinguish between different occupational risk factors associated with professional activities, by carrying out risk assessments and recognising the importance of proposing and implementing prevention and protection measures as means of minimising or eliminating occupational risks, applying the general principles of prevention. • Students are able to recognise the importance of statistical data on accidents at work and occupational diseases and analyse the impact that individual choices have on OSH by favouring the adoption of safe and healthy behaviour in relation to occupational risks. • Students recognise the importance of group work and active participation in the implementation of solutions to OSH problems and are proactive in communicating and identifying hazardous conditions, as well as in the development of projects that contribute to a safe and healthy school, involving stakeholders whenever possible. • Students recognise and assume responsibilities in relation to hazardous situations and the importance of preventing occupational risks throughout their working lives, and value OSH management in schools by integrating the responsibilities of the educational community in this field.
Work, equal opportunities and non-discrimination	• Students understand the relevance of equal opportunities to access and exercise of labour rights, looking at the impacts of equality, equity and inclusion in business, and social and economic development. • Students understand the impact of discrimination on the world of work and societies, referring to situations, contexts of vulnerability, as well as groups of people most exposed and forms of discrimination. • Students are able to exemplify mechanisms and measures that promote equality, equity and inclusion in the world of work, reflecting on the principle of "equal pay for equal work" and on the relationship between measures to reconcile professional, family and personal life. • Students are able to exemplify mechanisms and measures that promote equality, equity and inclusion in the world of work, reflecting on the principle of equal pay for equal work and work of equal value, and on the relationship between work-life balance measures. • Students are able to reflect on the implementation of measures to combat discrimination in access to employment, in the work context and in training, questioning the obstacles to the elimination of the forms of discrimination identified, considering that these may lead to harassment and violence at work. • Students demonstrate a critical attitude with regard to different forms of harassment and violence in the world of work and to different groups with high exposure to these phenomena, and in doing so, they value to the role of institutions, prevention mechanisms, control and enforcement of the legislation applicable to these areas. • Students are able to reflect on the impact of violence in the world of work, valuing the prevention of its causes, and expressing themselves regarding the non-tolerance of behaviour and expressions of any form of violence in school and in the world of work.

Professional and organisational performance: determining factors	• Students understand and value the group factors that influence professional performance: group work and networking, communication, conflict, power and leadership.
	• Students recognise organisational factors that influence professional performance: the structure of organisations, psychosocial risks, Occupational Safety and Health.
	• Students are able to develop group work, using effective communication and minimising conflict.
	• Students are able to identify and value individual factors that influence professional performance, including motivation, personality, attitudes, emotional management, ethical behaviour, learning.
	• Students are able to identify their personal characteristics that may positively and negatively influence their professional performance.
Integration into the World of Work	• Students recognise the importance of self-knowledge anchored in values, interests and competences for the process of vocational choice, integration and transition in the world of work.
	• Students recognise the role and importance of trade unions in their integration into the world of work, in advising them on their rights and duties, in defending their interests and in providing support in the event of labour conflicts.
	• Students adopt strategies that favour positive self-concept and foster a solid identity for sustained vocational choices.
	• Students carry out a self-assessment of their interests, values and competences, which refer to vocational choices and transitions in the world of work.
	• Students are able to conduct autonomous research on the opportunities for training and work that match their interest and competences profile.
	• Students are able to formulate vocational choices based on their search for training and work opportunities and on their profile of interests and competences.
	• Students are able to recognise the role of entrepreneurial skills in innovation in the world of work and in adapting to its rapid changes.
	• Students value education, vocational training and lifelong learning as resources for an effective integration into the world of work, transitions and changes.

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3 Reference is made to other relevant documents on Citizenship Education, namely in the domains of Human Rights, Gender Equality, Sustainable Development, Media, Risk, Entrepreneurship and Volunteering, available in https://cidadania.dge.mec.pt/

IV. THEMES, SUB-THEMES AND GOALS

DIFFERENT LEVELS OF EDUCATION AND CYCLES OF EDUCATION

Table II

Themes	Sub-themes	Goals	Pre School	1st Cycle Basic Educ.	2nd Cycle Basic Educ.	3rd Cycle Basic Educ.	Sec. Educ.
The World of Work: Background and Evolution	Historical evolution of the World of Work	Understand the role of work for people and society and its evolution	X	X	X	X	X
	Globalisation in the World of Work	Critically reflect on the impacts of globalisation on the World of Work.		X	X	X	X
	Labour Relations and Working Conditions	Analyse the relationship between formal and informal economies and social and labour rights		X	X	X	X
		Analyse the standards governing the relationship between workers and employers, including rights and duties		X	X	X	X
	Work in the digital world	Understand the impact of the digital on the World of Work	X	X	X	X	X
	The future of work	Discuss the emerging dynamics of the future of work, employment and sustainability	X	X	X	X	X
Decent work	Quality employment	Enhance the qualitative dimension of employment			X	X	X
		Know the measures to promote quality employment				X	X
	Fundamental Principles and Rights at Work	Reflect on the challenges faced by different actors in the world of work in defence of the Fundamental Principles and Rights at Work	X	X	X	X	X
	Social Protection	Distinguish between social protection and social security		X	X	X	X
	Social Dialogue	Recognise the importance of social dialogue as a form of democratic participation in the world of work	X	X	X	X	X
Occupational Safety and Health	Culture of prevention and safety	Understand the structural dimensions of the culture of prevention and safety	X	X	X	X	X
	Safe and healthy workplaces and work environments	Understand the hazards and risks related to professional activities and the respective prevention and protection measures	X	X	X	X	X
	The school as a safe and healthy workplace	Recognise the importance of the school being a safe and healthy workplace	X	X	X	X	X
Work, equal opportunities and non-discrimination	Equal opportunities in the World of Work	Critically reflect on the relevance of equal opportunities to access to and exercise of labour rights	X	X	X	X	X
	Forms of discrimination	Critically analyse the impact of forms of discrimination at work and in the development of societies	X	X	X	X	X
	Violence at work	Recognise the impacts of violence on the world of work	X	X	X	X	X

Professional and organisational performance: determining factors	Individual factors in the organisation and in the workplace	Understand the importance of motivation and the satisfaction of individual needs, personality, values and attitudes in the workplace		x	x	x	x
		Value learning and the management of emotions in the relationship with organisational behaviour	x	x	x	x	x
	Group phenomena in the organisation	Understand group dynamics in an organisational context	x	x	x	x	x
	Organisational dynamics	Understand the influence of internal and external factors in the dynamics of organisations and work	x	x	x	x	x
Integration into the World of Work	Personal enhancement	Understand the importance of self-knowledge in vocational choices and transitions in the world of work	x	x	x	x	x
	Lifelong Learning and Training	Recognise the importance of education, vocational training and lifelong learning for integration and transition in the labour market	x	x	x	x	x
	Training and work opportunities	Reflect on training and work opportunities in relation to individual competences and characteristics			x	x	x
	Entrepreneurship and innovation in the World of Work	Reflect on different dimensions of entrepreneurship and integration in the world of work	x	x	x	x	x
	Job search techniques for young people	Know appropriate job search techniques and strategies				x	x
	Integration into the labour market	Recognise mechanisms and institutions that promote integration in the labour market and youth employment					x

PRESCHOOL EDUCATION

Themes

Sub-themes

Goals

Performance Descriptors

Theme 1
The World of Work: Background and Evolution

Historical evolution of the World of Work

- **Understand the role of work for people and society and its evolution.**

    1. Give examples of different occupations and professional activities.

    2. Understand the importance of work as a source of personal fulfillment, social valorization and income for the household.

Work and digital transformation

- **Understand the impact of the digital transformation in the World of Work.**

    1. Discuss occupational health and safety hazards on digital platforms.

    2. Express themselves on robotization and automation.

    3. Know inclusive digital technologies.

The future of work

- **Discuss the emerging dynamics of the future of work, employment and sustainability.**

    1. Understand that learning is present throughout life.

Theme 2
Decent work

Fundamental Principles and Rights at Work (FPRW)

- **Reflect on the challenges faced by different actors in the world of work in defence of the FPRW.**

  1. Express themselves on the right to the protection of children from child labour.

  2. Understand the need and the right of the protection of children in activities and occupations inside and outside school.

  3. Know the causes of child labour.

  4. Express solidarity with children and young people in situations of forced or slave labour, human trafficking and child labour.

Social Dialogue

- **Recognise the importance of social dialogue as a form of democratic participation in the World of Work.**

  1. Show respect for democratic participation.

Theme 3
Occupational Safety and Health

Culture of prevention and safety

- **Understand the structural dimensions of the culture of prevention and safety.**

    1. Identify the employer and the worker.

    2. Give examples of OSH concepts (PPE; Safety; Prevention).

    3. Actively participate in health and safety activities.

    4. Identify safe and healthy behaviour.

    5. Adopt safe and healthy behaviour.

Safe and healthy workplaces and work environments

- **Understand the hazards and risks related to professional activities and the respective prevention and protection measures.**

    1. Discover dangers in the world around us.

    2. Illustrate the difference between hazard and risk.

    3. Identify measures for preventing and protecting from hazards in the world around us.

    4. Give examples of means of prevention and protection from risks in the world around us.

    5. Recognise the importance of including vulnerable people (e.g. people with disabilities) in school.

The school as a safe and healthy workplace

- **Recognise the importance of the school being a safe and healthy workplace.**

    1. Collaborate with parents and educators to improve safety and health at school.

    2. Develop projects that contribute to a safe and healthy school.

    3. Collaborate with partner entities in the promotion of Safety and Health at School.

Theme 4
Work, equal opportunities and non-discrimination

Equal opportunities in the World of Work

- **Critically reflect on the relevance of equal opportunities to access to and exercise the labour rights.**

  1. Illustrate the importance of equal opportunities and treatment.

  2. Recognise the importance of equal opportunities and treatment between men and women.

  3. Discuss equal opportunities between men and women in the choice of occupations.

  4. Know measures that encourage equality and inclusion in the world of work.

  5. Express attitudes of respect for equality and inclusion.

  6. Know good practices of work-life balance and its benefits.

Forms of discrimination

- **Critically analyse the impact of discrimination on the world of work and on the development of societies.**

  1. Understand what discrimination is.

  2. Give examples of people who may be more vulnerable to discrimination (health condition, migratory status, age, maternity, sexual orientation, ethnic and social origin, gender, among others).

  3. Know discriminatory expressions.

  4. Give examples of good practices in combating discrimination.

Violence at work

- **Recognise the impacts of violence on the World of Work.**

  1. Identify forms of violence in the family and school context.

  2. Understand the importance of preventing violent behaviour.

Theme 5

Professional and organisational performance: determining factors

Individual factors in the organisation and in the workplace

- **Value learning and the management of emotions in the relationship with work and organisational behaviour.**

    1. Relate learning to the management of emotions.

    2. Identify their emotions and those of others.

Group phenomena in the organisation

- **Understand group dynamics in an organisational context.**

    1. Participate in group activities.

    2. Understand the importance and role of communication in the group.

Organisational dynamics

- **Understand the influence of internal and external factors in the dynamics of organisations and work**

    1. Identify happy and healthy work environments.

Theme 6

Integration into the World of Work

Personal enhancement

- **Understand the importance of self-knowledge in vocational choices and transitions in the World of Work.**

    1. Express their preferences and interests.

Lifelong learning and training

- **Recognise the importance of education, vocational training and lifelong learning for integration and transition in the labour market.**

    1. Become aware of themselves as a learner.

Entrepreneurship and innovation in the World of Work

- **Reflect on different dimensions of entrepreneurship and integration in the World of Work.**

    1. Demonstrate behaviours that reveal autonomy and initiative.

    2. Understand what a company is.

1st CYCLE OF BASIC EDUCATION

Themes

Sub-themes

Goals

Performance Descriptors

Theme 1
The World of Work: Background and Evolution

Historical evolution of the World of Work

- **Understand the role of work for people and society and its evolution.**

  1. Understand the concept of work for people and society.

  2. Identify technological transformations in work and their impacts on productivity.

  3. Understand the role of work as a source of growth and development.

  4. Understand the importance of work as a source of personal fulfillment, social valorization and income for the household.

Globalisation in the World of Work

- **Critically reflect on the impacts of globalisation on the World of Work.**

  1. Know several dimensions of globalisation.

  2. Identify phenomena with global expression.

Labour Relations and Working Conditions

- **Analyse the relationship between formal and informal economies and social and labour rights.**

  1. Give examples of occupations and activities in the formal and informal economy.

- **Analyse the rules governing the relationship between workers and employers including rights and duties.**

- Give examples of work-life balance measures.

Work in the digital world

- **Understand the impact of the digital in the World of Work.**

  1. Understand the concept of digital and its application in everyday life.

  2. Understand the benefits and disadvantages of the digital world in personal and professional activities, including teleworking.

  3. Understand the main risks of the internet and its interference at individual and social levels.

  4. Discuss safety and health hazards in the digital world.

  5. Know challenges arising from the growing robotization, automation and expansion of digital platforms.

  6. Understand the importance of inclusive digital technologies.

The future of work

- **Discuss the emerging dynamics of the future of work, employment and sustainability.**

    1. Identify safety and health conditions in the future of work.

    2. Identify professional activities in new economic sectors.

    3. Understand the importance of lifelong learning.

Theme 2
Decent work

Fundamental Principles and Rights at Work (FPRW)

- **Reflect on the challenges faced by different actors in the World of Work in defence of the FPRW.**

  1. Know the General Principles of Labour enshrined in the Constitution of the Portuguese Republic.

  2. Analyse information on the FPRW.

  3. Know the rights of children and young people in matters of Occupational Safety and Health, in the activities conditionally permitted by legislation (top-level sports competitions, cultural activities, advertising, among others). Understand the causes and consequences of child labour (poverty, culture, conflicts, legal issues and others).

  4. Value the need for initiatives to prevent and combat forms of forced or slave labour (human trafficking, prohibition of child labour).

Social Protection

- **Distinguish between social protection and social security.**

  1. Know the concept of social protection (health, education, social security).

Social Dialogue

- **Recognise the importance of social dialogue as a form of democratic participation in the World of Work.**

  1. Give examples of forms of social dialogue.

  2. Give examples of different forms of democratic participation, including social dialogue.

  3. Identify advantages of social dialogue.

  4. Give examples of social and political actors in the area of social dialogue.

  5. Understand the role of trade unions and employers' organizations.

Theme 3
Occupational Safety and Health

Culture of prevention and safety

- **Understand the structuring dimensions of the culture of prevention and safety.**

    1. Recognise the importance of Occupational Safety and Health.

    2. Identify rights and duties of employers, workers and their representatives with regard to occupational safety and health.

    3. Know Occupational Safety and Health concepts.

    4. Search for information on accidents at work and occupational illnesses.

    5. Identify the consequences of an accident and an illness in the World of Work.

    6. Know the importance of occupational safety and health at school being a responsibility of all (prevention, protection, education and citizenship).

    7. Reflect on the benefits of the prevention of occupational hazards.

    8. Adopt safe and healthy behaviour.

Safe and healthy workplaces and work environments

- **Understand the hazards and risks related to professional activities and the respective prevention and protection measures.**

    1. Identify hazards related to professional activities and occupations.

    2. Know types of occupational hazards (namely, physical, chemical, biological, electrical, mechanical, ergonomic and psychosocial factors).

    3. Assess risks related to professional activities and occupations.

    4. Know the general principles of prevention.

    5. Understand the measures to prevent and protect from risks related to professional activities.

    6. Identify measures to prevent and protect from risks related to professional activities (for example, health and safety signs, labelling of chemicals, pictograms).

    7. Understand the impact that individual choices have on everyday life, enhancing the adoption of safe and healthy behaviour.

    8. Recognise the importance of including vulnerable people (e.g. people with disabilities) and children or young people with special health needs (SHN) in school and at work.

    9. Understand the importance of group work in developing solutions for risk prevention in school and at work.

The school as a safe and healthy workplace

- **Recognise the importance of the school being a safe and healthy workplace.**

    1. Identify the intervening parties and responsibilities in the management of Safety and Health at school.

    2. Identify the role of each one to keep the school safe and healthy.

    3. Develop projects that contribute to a safe and healthy school.

    4. Identify partner entities for the promotion of Safety and Health at School.

    5. Collaborate with partner entities in the promotion of Safety and Health at School.

Theme 4
Work, equal opportunities and non-discrimination

Equal opportunities in the World of Work

- **Critically reflect on the relevance of equal opportunities in the access to and exercise of labour rights.**

    1. Identify barriers to equal opportunities and treatment, in access to the profession, to employment and in the workplace.

    2. Give examples of measures promoting equality and inclusion in the world of work.

    3. Know the benefits of equal treatment, opportunities and inclusion for the development of societies.

    4. Know examples of the application of measures for equality, equity and inclusion in access to training and employment.

    5. Understand the principle of equal pay for equal work and work of equal value.

    6. Understand the need to protect parenthood.

    7. Investigate the benefits of work-life balance.

Forms of discrimination

- **Critically analyse the impact of discrimination on the World of Work and on the development of societies.**

    1. Identify forms of discrimination.

    2. Give examples of situations that may constitute vulnerabilities in the world of work (health status, migratory status, age, maternity, sexual orientation, ethnic origin, gender, among others).

    3. Recognise discriminatory forms and expressions that have a negative effect.

    4. Give examples of good practices in combating discrimination.

Violence at work

- **Recognise the impacts of violence on the World of Work.**

    1. Understand the concept of violence in its various components and forms (e.g. nature of acts, effects or harm, verbal and psychological, physical violence and harassment).

    2. Identify prejudices, discrimination and situations of the "normalization" of behaviours at work that can generate violence.

    3. Understand the importance of preventing violent behaviour.

    4. Recognise the impact of violence on the World of Work. (personal, social, family, economic, among others).

    5. Understand the importance of zero tolerance to sexual harassment and other forms of violence.

Theme 5

Professional and organisational performance: determining factors

Individual factors in the organisation and in the workplace

- **Understand the importance of motivation and the satisfaction of individual needs, personality, values and attitudes in the workplace.**

  1. Understand the concepts of motivation and satisfaction.

  2. Recognise motivation factors in themselves.

  3. Identify ethical behaviour.

- **Value learning and the management of emotions in the relationship with organisational behaviour.**

  1. Understand the importance of managing emotions in relationships with others.

  2. Relate learning to the management of emotions.

Group phenomena in the organisation

- **Understand group dynamics in an organisational context.**

  1. Know how to organise group work.

  2. Value the realisation of group work.

  3. Understand the importance and role of communication in the group and between groups.

Organisational dynamics

- **Understand the influence of internal and external factors in the dynamics of organisations and work**

  1. Identify psychosocial risk factors.

  2. Describe happy, healthy and safe working environments.

Theme 6
Integration into the World of Work

Personal enhancement

- **Understand the importance of self-knowledge in vocational choices and transitions in the World of Work.**

  1. Describe their preferences and interests.

  2. Relate their preferences and interests with the recreational activities performed.

Lifelong Learning and Training

- **Recognise the importance of education, vocational training and lifelong learning for integration and transition in the labour market.**

  1. Become aware of themselves as a learner.

Entrepreneurship and innovation in the World of Work

- **Reflect on different dimensions of entrepreneurship and integration in the World of Work**

  1. Know different aspects of entrepreneurship (social, economic, environmental, cultural).
  2. Distinguish entrepreneurial skills from other competences.
  3. Develop projects that show autonomy and initiative.
  4. Give examples of innovative ideas that generate value for people and society.
  5. Explain what a company is.

2nd CYCLE OF BASIC EDUCATION

Themes

Sub-themes

Goals

Performance Descriptors

Theme 1
The World of Work: Background and Evolution

Historical evolution of the World of Work

- **Understand the role of work for people and society and its evolution.**

  1. Understand the concept of work for people and society from a historical perspective in Portugal.

  2. Understand the evolution of Occupational Safety and Health.

  3. Identify the main characteristics of the Technological Revolutions, namely in Portugal.

  4. Relate work with socioeconomic development.

  5. Understand the importance of work as a source of personal fulfilment, social valorisation and income for the households.

  6. Understand the importance of work as a factor of social integration and inclusion.

Globalisation in the World of Work

- **Critically reflect on the impacts of globalisation on the World of Work.**

  1. Know several dimensions of globalisation.

  2. Know the impacts of globalisation.

  3. Identify consequences of economic globalisation in the world of work.

  4. Understand the consequences of globalisation on Occupational Safety and Health.

Labour Relations and Working Conditions

- **Analyse the relationship between formal and informal economies and social and labour rights.**

  1. Characterise the formal economy and informal economy.

- **Analyse the standards that are governing the relationship between workers and employers, including rights and duties.**

  1. Understand the advantages of work-life balance.

Work in the digital world

- **Understand the impact of the digital on the World of Work**

    1. Discuss the impact of the digital world on ways of working, particularly in teleworking, producing and consuming.

    2. Understand the main risks of the digital world and its interference at individual and social levels.

    3. Discuss potential dangers and risks of Occupational Safety and Health in the digital world.

    4. Understand challenges arising from the growing robotization, automation and expansion of digital platforms.

    5. Understand the importance of inclusive digital technologies.

The future of work

- **Discuss the emerging dynamics of the future of work, employment and sustainability.**

    1. Identify global challenges and the transformations that originate in the world of work (e.g. climate change, international migration, ageing of the population, new OSH risks).

    2. Identify safety and health conditions in the future of work.

    3. Discuss professions of the future, new sectors of activity and new competences.

    4. Understand the need for lifelong learning as a response to new labour market dynamics.

Theme 2
Decent work

Quality employment

- **Enhance the qualitative dimension of employment.**

  1. Know statistical concepts: employment rate, unemployment rate, working and non-working population, young NEETs, underutilisation of work and part-time work.

  2. Know the components of decent work.

  3. Know the main elements of the Decent Work Agenda with special relevance for young workers.

  4. Know the implications of decent work on economic growth and social development.

Fundamental Principles and Rights at Work (FPRW)

- **Reflect on the challenges faced by different actors in the World of Work in defence of the FPRW.**

  1. Understand the relationship between Fundamental Principles and Rights at Work and Human Rights.

  2. Know the General Principles of Labour enshrined in the Constitution of the Portuguese Republic.

  3. Discuss the Fundamental Principles and Rights at Work.

  4. Know the rights of children and young people in matters of occupational safety and health, in the activities conditionally permitted by legislation (namely, top-level sporting competitions, cultural activities, advertising).

  5. Give examples of situations and contexts that contribute to the disrespect or denial of access to fundamental rights at work.

  6. Discuss the causes and consequences of child labour (poverty, culture, conflicts, legal issues and others).

  7. Identify forms and agents of labour governance, regulation and labour inspection.

  8. Enhance the importance of national initiatives to prevent and combat forms of forced or slave labour, human trafficking, prohibition of child labour.

  9. Reflect on the impact of rapid employment changes on the labour rights of young workers.

Social Protection

- **Distinguish between social protection and social security.**

  1. Know the concept of social protection (health, education, social security).

  2. Know public bodies with responsibilities in terms of labour relations, occupational safety and health, vocational training and social security.

Social Dialogue

- **Recognise the importance of social dialogue as a form of democratic participation in the World of Work.**

    1. Know the concepts of social dialogue, bipartism and tripartism.

    2. Identify institutions of social dialogue in Portugal.

    3. Understand the advantages of social dialogue.

    4. Identify Portuguese social partners.

    5. Know the role of employers' organizations (employers' associations, employers' federation), workers' organizations (unions, trade union federations) and public authorities in collective bargaining and in the prevention and resolution of labour disputes.

Theme 3
Occupational Safety and Health

Culture of prevention and safety

- **Understand the structural dimensions of the culture of prevention and safety.**

    1. Know the concept of occupational safety and health.

    2. Distinguish rights and duties of employers, workers and their representatives with regard to Occupational Safety and Health.

    3. Differentiate the concepts that integrate Occupational Safety and Health.

    4. Know the importance of the collection and statistical treatment of data regarding accidents at work and occupational illnesses, by official bodies (GEP, INE and Eurostat).

    5. Know the consequences of Accidents at Work and Occupational illnesses.

    6. Understand the importance of the holistic approach to Occupational Safety and Health (prevention, protection, education and citizenship).

    7. Reflect on the benefits of preventing occupational hazards as a way to prepare for working life.

    8. Adopt safe and healthy behaviour.

Safe and healthy workplaces and work environments

- **Understand the hazards and risks related to professional activities and the respective prevention and protection measures.**

    1. Identify hazards related to professional activities and occupations.

    2. Distinguish types of occupational hazards (physical, chemical, biological, electrical, mechanical, ergonomic, psychosocial risk factors).

    3. Assess risks related to professional activities and occupations.

    4. Identify risk assessment methodologies related to professional activities and the material components of work.

    5. Identify the general principles of prevention.

    6. Understand the measures to prevent and protect from risks related to professional activities.

    7. Give examples of measures to prevent, protect and control of occupational safety and health risks.

    8. Understand the impact that individual choices have on occupational safety and health, enhancing the adoption of safe and healthy behaviour towards occupational risks.

    9. Recognise the importance of occupational safety and health measures for the inclusion of vulnerable people in the world of work (people with disabilities, pregnant women, women who have recently given birth or are breastfeeding, young people, migrant workers, among others).

    10. Understand the importance of group work in the development of solutions for problems related with Occupational Safety and Health.

School as a safe and healthy workplace

- **Recognise the importance of the school being a safe and healthy workplace.**

  1. Recognise the importance of the players and their responsibilities in safety and health management at school.

  2. Understand the responsibilities of the educational community in Occupational Safety and Health matters.

  3. Develop projects that contribute to a safe and healthy school.

  4. Involve partners in promoting health and safety at school.

  5. Collaborate with partner entities in the promotion of safety and health at school.

Theme 4
Work, equal opportunities and non-discrimination

Equal opportunities in the World of Work

- **Critically reflect on the relevance of equal opportunities in the access to and exercise of labour rights.**

    1. Understand equality of opportunity and treatment in access to the profession, to employment, in the workplace and in learning and training opportunities.

    2. Give examples of mechanisms and measures promoting equality, equity and inclusion in the world of work.

    3. Understand the impact of equality, equity and inclusion on companies and organisations in socioeconomic development.

    4. Discuss the benefits of applying measures to promote equality, equity and inclusion in access to training and employment.

    5. Identify barriers in the promotion of equal pay.

    6. Recognise the importance of protecting parenthood in the world of work.

    7. Explain the benefits of work-life balance.

Forms of discrimination

- **Critically analyse the impact of discrimination on the World of Work and on the development of societies.**

    1. Characterise discrimination in access to work.

    2. Give examples of situations that may constitute vulnerabilities in the world of work (health status, migratory status, age, maternity, sexual orientation, ethnic origin, gender, among others).

    3. Discuss different effects of discriminatory expressions in the world of work.

    4. Give examples of good practices in combating discrimination.

Violence at work

- **Recognise the impacts of violence on the World of Work.**

    1. Analyse the concept of violence in its various components and forms (e.g. nature of acts, effects or harm, verbal, psychological and physical violence, and harassment).

    2. Recognise that there are prejudices, discrimination and situations of the "normalisation" of behaviours of harassment at work that can generate violence.

    3. Identify groups, activities and sectors most at risk of violence.

    4. Know the penalties, remedy and support measures for victims of violence.

    5. Know the mechanisms of prevention, control and enforcement of the legislation in force, applied by the responsible institutions.

    6. Recognise obstacles to the prevention of behaviours of violence in the World of Work.

    7. Discuss the impact of violence in the World of Work (e.g.: personal, social, family, economic).

    8. Discuss the benefits of zero tolerance to bullying, sexual harassment and other forms of violence in the World of Work.

Theme 5

Professional and organisational performance: determining factors

Individual factors in the organisation and in the workplace

- **Understand the importance of motivation and the satisfaction of individual needs, personality, values and attitudes in the workplace.**

  1. Differentiate the concepts of motivation and satisfaction.

  2. Identify factors of personal motivation for different occupations.

  3. Understand the concepts of personality and attitude traits.

  4. Know the concept of ethics and its importance in the relationship with others.

- **Value learning and the management of emotions in the relationship with organisational behaviour.**

  1. Understand the importance of managing emotions in relationships with others.

  2. Relate learning to the management of emotions.

Group phenomena in the organisation

- **Understand group dynamics in an organisational context.**

  1. Know how to organise group work.

  2. Identify factors that affect the functioning of groups and that determine the quality of their results.

  3. Understand the importance and role of communication in the group and between groups in an organisational context.

Organisational dynamics

- **Understand the influence of internal and external factors in the dynamics of organisations and work**

  1. Identify psychosocial risk factors.

  2. Understand the importance of Occupational Safety and Health in building happy, healthy and productive work environments.

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Theme 6

Integration into the World of Work

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Personal enhancement

- **Understand the importance of self-knowledge in vocational choices and transitions in the World of Work.**

  1. Identify competences, values and interests.

  2. Discuss the relationship between their preferences and interests with different workplaces.

  3. Recognise strategies that favour a positive self-concept.

Lifelong Learning and Training

- **Recognise the importance of education, vocational training and lifelong learning for integration and transition in the labour market.**

  1. Value lifelong learning as a resource for integration into the world of work.

Training and work opportunities

- **Reflect on training and work opportunities in relation to individual competences and characteristics.**

  1. Value school certification and double certification as means of access to the world of work.

  2. Identify sources for searching for training resources.

Entrepreneurship and innovation in the World of Work

- **Reflect on different dimensions of entrepreneurship and integration in the World of Work.**

  1. Identify different strand of entrepreneurship (social, economic, environmental, cultural)

  2. Illustrate entrepreneurial skills in different contexts.

  3. Actively participate in actions that develop entrepreneurial skills.

  4. Characterise the concept of innovation.

  5. Explain that innovation can generate value for people and society.

3rd CYCLE OF BASIC EDUCATION

Themes

Sub-themes

Goals

Performance Descriptors

Theme I
The World of Work: Background and Evolution

Historical evolution of the World of Work

- **Understand the role of work for people and society and its evolution**

  1. Understand the concept of work for people and society from a historical perspective.

  2. Understand the evolution of Occupational Safety and Health.

  3. Identify the essential transformations resulting from technological revolutions.

  4. Recognise work as a factor of socioeconomic development.

  5. Critically reflect on the role of work as a source of income, fulfilment and personal development.

  6. Critically reflect on the importance of work as a factor of social integration and inclusion.

Globalisation in the World of Work

- **Critically reflect on the impacts of globalisation on the World of Work**

  1. Debate globalisation in its various dimensions.

  2. Reflect on the social, economic and labour impacts of globalisation.

  3. Reflect on the impact of economic globalisation on the World of Work.

  4. Understand the consequences of globalisation in the international division of labour, in productive specialisation and in Occupational Safety and Health.

  5. Relate the impact of increasing international competition on rights, freedoms and working conditions.

Labour Relations and Working Conditions

- **Analyse the relationship between formal and informal economies and social and labour rights**

  1. Understand the benefits of formalising the informal economy.

  2. Know atypical forms of employment, employment flexibility and protection in employment.

  3. Know different types of employment contracts and their levels of social and labour protection.

  4. Analyse the implications of atypical forms of employment from the perspective of young people's lives.

- **Analyse the standards governing the relationship between workers and employers, including rights and duties**

  1. Give examples of requirements of an employment contract, conditions, rights and duties of workers and employers.

2. Know the national legislation on: working hours, holidays, absences and leave, pay and tax and social contributions, Occupational Safety and Health and parenting.

3. Critically reflect on national forms and measures to promote work-life balance.

Work in the digital world

- **Understand the impact of the digital on the World of Work**

1. Critically reflect on the impact of the digital world on ways of working, including on teleworking, producing and consuming.

2. Understand the main risks of the digital world and its interference at individual and social levels.

3. Discuss potential Occupational Safety and Health hazards and risks in the digital world.

4. Critically reflect on challenges arising from the increasing robotization, automation and expansion of digital platforms.

5. Value the use of inclusive digital technologies in school and in the workplace.

6. Reflect on the importance of inclusive digital technologies in the World of Work.

The future of work

- **Discuss the emerging dynamics of the future of work, employment and sustainability**

1. Debate employment trends in the 21st century.

2. Relate the major global challenges with the transformations that originate in the World of Work (climate change, international migration, ageing of the population, new risks for security and for Occupational Safety and Health).

3. Debate safety and health conditions in the future of work.

4. Discuss jobs of the future, including in emerging sectors and new skills and qualifications.

5. Understand the need for lifelong learning as a response to new labour market dynamics.

6. Critically analyse the dimensions of flexibility and security in employment.

Theme 2
Decent work

Quality employment

- **Enhance the qualitative dimension of employment**

    1. Know the characteristics of the national employment market.

    2. Understand statistical concepts: employment rate, unemployment rate, working and non-working population, young NEETs, underutilisation of work and part-time work.

    3. Critically reflect on decent work, including fair pay, social protection, safety in the workplace, freedom and equal opportunities.

    4. Recognise the main elements of the Decent Work Agenda with special relevance for young workers.

    5. Understand the implications of decent work in relation to economic growth and social development.

- **Know the measures to promote quality employment.**

    1. Reflect on the main employment challenges (crises, structural trends and drivers of change), particularly in the case of young people.

    2. Identify measures for the promotion of quality employment (minimum wage and adequate wages, hours and right to disconnection, reduction of the pay gap, formalisation of the economy, promotion of youth employment).

Fundamental Principles and Rights at Work

- **Reflect on the challenges faced by different actors in the World of Work in defence of the FPRW.**

    1. Reflect on the relationship between Fundamental Principles and Rights at Work and Human Rights.

    2. Know the General Principles of Labour enshrined in the Constitution of the Portuguese Republic.

    3. Discuss the national and international legal status of Fundamental Principles and Rights at Work (concerning freedom of association and of trade unions; the right to collective bargaining and contracting; and forms of forced labour; human trafficking and modern slavery; equal pay; discrimination in employment and occupation; minimum age admission to employment; child labour and its worst forms).

    4. Know the fundamental legislative framework of Occupational Safety and Health.

    5. Critically comment on situations and contexts that contribute to the disrespect or denial of access to fundamental rights at work.

    6. Discuss the barriers in the elimination of child labour (poverty, culture, conflicts, legal issues and others).

    7. Understand the role of different national and international actors and instruments of labour governance and regulation.

    8. Analyse the weaknesses and strengths of transnational initiatives to protect the Fundamental Principles and Rights at Work, including preventing and combating modern forms of slavery, forced labour and human trafficking, prohibition of child labour, among others.

9. Relate the Fundamental Principles and Rights at Work with economic development and social justice.

10. Reflect on the impact of rapid employment changes on the labour rights of young workers.

Social Protection

- **Distinguish between social protection and social security.**

  1. Understand the concept of social protection (health, education, social security).

  2. Know social risks associated with employment, which result in loss of income from work (disability, illness, maternity, old age, unemployment).

  3. Reflect on the importance of the relationship between employment and social security.

  4. Know public bodies with responsibilities in the field of social security and bodies of the social and solidarity-based economy.

  5. Discuss the importance of public bodies with responsibilities in terms of labour relations, Occupational Safety and Health and vocational training.

  6. Know mechanisms of protection against occupational risks in the area of social security.

  7. Understand the relationship between social protection and the economic progress of the country.

Social Dialogue

- **Recognise the importance of social dialogue as a form of democratic participation in the World of Work.**

  1. Understand the concepts of social dialogue, bipartism and tripartism.

  2. Recognise the institutions and types of social dialogue in Portugal.

  3. Discuss the advantages of social dialogue.

  4. Know instruments of collective labour regulation that are negotiated (collective employment contracts, collective labour agreements and company agreements) and not negotiated (ordinance of extension and ordinance of working conditions).

  5. Know Portuguese social partners with a seat at the social consultation table.

  6. Discuss the role of employers' organizations, workers' organizations and public authorities in collective bargaining and in the prevention and resolution of labour disputes.

  7. Understand the importance of agreements among the different actors in the world of work and the importance of international standards in labour regulation, the global economy and the respect for fundamental principles and rights at work.

  8. Understand the role of the State as an employer.

Theme 3
Occupational Safety and Health

Culture of prevention and safety

- **Understand the structural dimensions of the culture of prevention and safety.**

  1. Understand the concept of Occupational Safety and Health.

  2. Discuss rights and duties of employers, workers and their representatives with regard to Occupational Safety and Health.

  3. Understand the concepts that integrate Occupational Safety and Health.

  4. Interpret statistical data on occupational accidents and illnesses (GEP, INE and Eurostat).

  5. Analyse the consequences of occupational accidents and illnesses, at the individual, social and economic level.

  6. Understand the importance of the holistic approach to Occupational Safety and Health (prevention, protection, education and citizenship).

  7. Recognise the importance of the culture of prevention of occupational risks as a way to prepare for working life.

  8. Adopt safe and healthy behaviour.

Safe and healthy workplaces and work environments

- **Understand the hazards and risks related to professional activities and the respective prevention and protection measures.**

  1. Identify hazards related to professional activities and occupations.

  2. Distinguish types of occupational hazards (physical, chemical, biological, electrical, mechanical, ergonomic, and psychosocial risk factors).

  3. Assess risks related to professional activities and occupations.

  4. Reflect on emerging risks in the workplace resulting from technological and social changes.

  5. Know risk assessment methodologies related to professional activities.

  6. Analyse the general principles of prevention.

  7. Discuss measures of prevention, protection and control of risks.

  8. Collaborate in the proposal of implementation of measures for prevention, control and protection of risks to safety and health.

  9. Analyse the impact that individual choices have on Occupational Safety and Health, enhancing the adoption of safe and healthy behaviour when facing occupational risks.

  10. Recognise the importance of Occupational Safety and Health measures for the inclusion of vulnerable people in the World of Work (people with disabilities, pregnant women, women who have recently given birth or are breastfeeding, young people, foreign workers).

  11. Analyse the importance of active and collaborative participation in the development of solutions for Occupational Safety and Health issues

The school as a safe and healthy workplace

- **Recognise the importance of the school being a safe and healthy workplace.**

    1. Value the management of Occupational Safety and Health at school.

    2. Analyse the responsibility of the educational community in Occupational Safety and Health matters.

    3. Develop projects that contribute to a safe and healthy school.

    4. Demonstrate the importance of involving partners in the promotion of Occupational Safety and Health at school.

    5. Collaborate with partner entities in the promotion of Safety and Health at School.

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Theme 4
Work, equal opportunities and non-discrimination

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Equal opportunities in the World of Work

- **Critically reflect on the relevance of equal opportunities in the access to and exercise of labour rights.**

    1. Analyse barriers to equal opportunity and treatment in access to the profession, to employment, in the workplace and in learning and training opportunities.

    2. Give examples of mechanisms, measures and policies promoting equality, equity and inclusion in the World of Work.

    3. Analyse the impact of equality, equity and inclusion on companies and organisations in socioeconomic development.

    4. Value the application of measures to promote equality, equity and inclusion in access to training and employment.

    5. Critically reflect on the barriers in the promotion of equal pay.

    6. Recognise the impact of parenthood on the World of Work.

    7. Value the benefits of work-life balance.

Forms of discrimination

- **Critically analyse the impact of discrimination on the World of Work and on the development of societies.**

    1. Discuss discrimination in access to work.

    2. Discuss contexts and situations that may constitute vulnerabilities in the World of Work (health status, migratory status, age, maternity, sexual orientation, ethnic origin, gender, among others).

    3. Know forms of horizontal and vertical segregation.

    4. Know forms of direct and indirect discrimination (e.g. gender-based pay inequality).

    5. Know the national legal framework and the different manifestations of discrimination in the World of Work.

    6. Give examples of good practices in combating discrimination.

Violence at work

- **Recognise the impacts of violence on the World of Work.**

    1. Discuss the concept of violence at work in its various components and forms (e.g. the nature of the acts, the effects or damages, physical, verbal and psychological violence and harassment).

    2. Analyse prejudices, discriminations and situations of "normalisation" of harassing behaviours at work which may generate manifestations of violence.

    3. Identify groups, activities and sectors which are more exposed to the risk of violence in the World of Work (women; young people; job interviews; night work; commuting; public services; domestic work; hotel and catering, among other possible ones).

    4. Discuss penalties, remedies and support measures for victims of violence in the World of Work.

    5. Identify mechanisms of prevention, control and monitoring of the legislation in force, applied by the responsible bodies.

    6. Discuss obstacles to the prevention of violent behaviours in the World of Work.

    7. Discuss the impact of violence in the world of work (personal, social, family, economic).

    8. Debate the benefits of zero tolerance to bullying, sexual harassment and other forms of violence in the World of Work.

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Theme 5

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Professional and organisational performance: determining factors

Individual factors in the organisation and in the workplace

- **Understand the importance of motivation and the satisfaction of individual needs, personality, values and attitudes in the workplace.**
    1. Relate the concepts of motivation and satisfaction at work.
    2. Analyse factors of personal motivation in different contexts.
    3. Relate personality traits, attitudes and behaviour.
    4. Identify factors that skew perception and its impact on work.
    5. Recognise the importance of ethics and its impact on the individual and in the organisation.

- **Value learning and the management of emotions in the relationship with organisational behaviour.**
    1. Recognise the importance of managing emotions in the workplace.
    2. Investigate the effects of learning on organisational behaviour (knowing how to learn and learning how to learn).
    3. Relate learning with the management of emotions and organisational behaviour.

Group phenomena in the organisation

- **Understand group dynamics in an organisational context.**
    1. Understand factors that affect the functioning of groups and that determine the quality of their results.
    2. Understand the importance and role of communication within the group and among groups in an organisational context.
    3. Recognise the phenomena of conflict, power and organisational leadership.
    4. Understand the concept of networking.
    5. Identify forms of networking.

Organisational dynamics

- **Understand the influence of internal and external factors in the dynamics of organisations and work**
    1. Identify external factors of change in work and organisations.
    2. Identify psychosocial risk factors and their impacts on people and organisations.
    3. Relate ethics with organisational well-being.
    4. Discuss the importance of Occupational Safety and Health in building happy, healthy and productive work environments.

Theme 6
Integration into the World of Work

Personal enhancement

- **Understand the importance of self-knowledge in vocational choices and transitions in the World of Work.**

  1. Recognise the importance of self-knowledge in sustained vocational choices and in further studies.

  2. Understand the importance of self-knowledge for sustained vocational choices.

  3. Recognise strategies that favour a positive self-concept.

  4. Self-assess competences, values and interests associated with vocational choices.

Lifelong Learning and Training

- **Recognise the importance of education, vocational training and lifelong learning for integration and transition in the labour market.**

  1. Relate competences acquired in formal and informal settings with changing labour market needs.

  2. Identify key competences for adaptation to the World of Work.

Training and work opportunities

- **Reflect on training and work opportunities in relation to individual competences and characteristics.**

  1. Analyse the main characteristics of the national and international labour market and emerging trends.

  2. Know the Education and Training areas of the National Qualifications System and its levels.

  3. Autonomously search for training and job opportunities.

Entrepreneurship and innovation in the World of Work

- **Reflect on different dimensions of entrepreneurship and integration in the World of Work**

  1. Reflect on entrepreneurship in the labour market as a generator of social, economic, cultural and environmental value.

  2. Recognise the importance of entrepreneurial skills in the labour market.

  3. Identify dimensions of entrepreneurial skills.

  4. Recognise the importance of entrepreneurial skills for the integration into the labour market.

  5. Recognise the importance of innovation as a factor of individual and organisational growth of companies.

  6. Know the concept and application of internationalisation of a business.

Job search techniques for young people

- **Know appropriate job search techniques and strategies.**

    1. Know appropriate strategies to locate, gather and validate information when searching for jobs.
    2. Identify public services and private employment agencies.
    3. Recognise the importance of preparing a job interview.
    4. Discuss discriminatory situations in the access to employment in light of national legislation.

- **Know appropriate job search techniques and strategies.**

SECONDARY EDUCATION

Themes

Sub-themes

Goals

Performance Descriptors

Theme 1
The World of Work: Background and Evolution

Historical evolution of the World of Work

- **Understand the role of work for people and society and its evolution**

    1. Understand the concept of work for people and society from a historical perspective.

    2. Understand the evolution of Occupational Safety and Health.

    3. Discuss the essential transformations resulting from technological revolutions.

    4. Recognise the role of work in socioeconomic development.

    5. Value the role of work as a source of income, fulfilment and personal development.

    6. Critically reflect on the importance of work as a factor of social integration and cohesion.

Globalisation in the World of Work

- **Critically reflect on the impacts of globalisation on the World of Work.**

    1. Recognise the complexity of globalisation in its various dimensions.

    2. Analyse the different impacts of globalisation at the social, economic and labour level.

    3. Critically analyse the impact of economic globalisation on the world of work.

    4. Discuss the consequences of globalisation in the international division of labour, in productive specialisation and in Occupational Safety and Health.

    5. Question the impact of increasing international competition on rights, freedoms and working conditions.

Labour Relations and Working Conditions

- **Analyse the relationship between formal and informal economies and social and labour rights.**

    1. Critically reflect on the need and benefits of formalising informal economy.

    2. Distinguish between employees and self-employed workers.

    3. Relate the various contractual forms, including atypical forms of employment, with the different levels of social and labour protection.

    4. Discuss the implications of different levels of protection from the perspective of young people's lives.

- **Analyse the standards governing the relationship between workers and employers, including rights and duties.**

    1. Recognise the minimum requirements of an employment contract, conditions, rights and duties of workers and employers.

    2. Know the national legislation on: working hours, holidays, absences and leave, pay and tax and social contributions, Occupational Safety and Health and parenting.

    3. Know the national support and legal instruments to promote work-life balance.

    4. Know the status of student worker.

Work in the digital world

- **Understand the impact of the digital on the World of Work**

    1. Critically reflect on the impact of the digital world on ways of working, namely on teleworking, producing and consuming.

    2. Discuss the main risks and opportunities of the digital world at the individual and social level.

    3. Anticipate Occupational Safety and Health potential risks in the digital world.

    4. Critically reflect on challenges arising from the increasing robotization, automation and expansion of digital platforms, including those of workers' representation and organisation.

    5. Critically reflect on the importance of inclusive digital technologies in the World of Work.

The future of work

- **Discuss the emerging dynamics of the future of work, employment and sustainability.**

    1. Debate employment trends in the 21st century.

    2. Critically reflect on the major global challenges and the transformations they originate in the World of Work (climate change, international migration, ageing of the population, new risks for Occupational Safety and Health).

    3. Critically reflect on the safety and health conditions in the future of work.

    4. Discuss jobs of the future, including in emerging sectors and new skills and qualifications.

    5. Understand the need for lifelong learning as a response to new labour market dynamics.

    6. Critically analyse the dimensions of flexibility and security in employment.

Theme 2
Decent work

Quality employment

- **Enhance the qualitative dimension of employment.**

    1. Know the characteristics of the national and international employment markets.

    2. Analyse statistical concepts: employment rate, unemployment rate, working and non-working population, young NEETs, underutilisation of work and part-time work.

    3. Critically reflect on decent work, including fair pay, social protection, safety in the workplace, freedom and equal opportunities.

    4. Recognise the main elements of the Decent Work Agenda, with special relevance for young workers.

    5. Understand the implications of decent work in relation to economic growth and social development.

- **Know the measures to promote quality employment.**

    1. Critically reflect on the main employment challenges (crises, structural trends and drivers of change), particularly in the case of young people.

    2. Discuss measures to promote quality employment (minimum wage and adequate wages, hours and right to disconnection, reduction of the pay gap, formalisation of the economy, reduction of job insecurity, promotion of youth employment).

Fundamental Principles and Rights at Work

- **Reflect on the challenges faced by different actors in the World of Work in defence of the FPRW.**

    1. Critically reflect on the need and importance of the definition of Fundamental Principles and Rights at Work and their relationship with human rights.

    2. Know the General Principles of Labour enshrined in the Constitution of the Portuguese Republic.

    3. Know the national and international legal framework of Fundamental Principles and Rights at Work (particularly concerning the freedom of association and of trade unions; right to collective bargaining and contracting; prohibition and elimination of forms of forced labour; human trafficking and modern slavery; equal pay; discrimination in employment and occupation; minimum age for admission to employment; prohibition and elimination of child labour and its worst forms).

    4. Know the fundamental legislative framework of Occupational Safety and Health.

    5. Critically comment on situations and contexts that contribute to the disrespect or denial of access to fundamental rights at work.

    6. Discuss the barriers in the elimination of child labour (poverty, culture, conflicts, legal issues and others).

    7. Value the role of actors and different national and international instruments of labour governance, oversight and regulation.

    8. Discuss the challenges that arise in defence of fundamental principles and rights at work, namely the prevention and combating of modern forms of slavery, forced labour and human trafficking, and the prohibition of child labour.

9. Relate the Fundamental Principles and Rights at Work with economic development and social justice.

10. Reflect on the Fundamental Principles and Rights at Work in a changing labour world.

Social Protection

- **Distinguish between social protection and social security.**

1. Understand the concept of social protection (health, education, social security).

2. Characterise the national social security system, subsystems, forms of financing (for example: social contributions and taxes) and support (benefits, services).

3. Relate employment with levels of social protection (benefits of contributory and non-contributory schemes).

4. Know public bodies with responsibilities in the field of social security and bodies of the social and solidarity-based economy.

5. Discuss the importance of public bodies with responsibilities in terms of labour relations, Occupational Safety and Health and vocational training.

6. Recognise the importance of protection mechanisms in the area of social security against occupational risks.

7. Discuss the relationship between social protection and the economic and social progress of the country.

Social Dialogue

- **Recognise the importance of social dialogue as a form of democratic participation in the World of Work.**

1. Analyse forms of bipartite and tripartite social dialogue.

2. Understand the role of the institutions and types of social dialogue in Portugal.

3. Discuss possible outcomes of social dialogue: from tripartite agreements to collective labour agreements.

4. Know the types of Collective Labour Regulation Instruments.

5. Know Portuguese social partners with a seat at the social consultation table.

6. Critically reflect on the process and structure of collective bargaining; the role of employers' and workers' organisations; the contents and advantages; the role of public authorities in the promotion of collective bargaining and in the prevention and resolution of labour disputes.

7. Reflect on the role of collective bargaining in the fight against inequality and poverty, in the promotion of employability, in working conditions and in the innovation of products and production processes.

8. Know national mechanisms for negotiating and resolution of labour disputes.

9. Discuss the role of International Agreements between multinational companies and trade union federations in labour regulation, in the global economy and in the respect of fundamental principles and rights at work.

10. Recognise the public sector and the role of the State as an employer.

Theme 3
Occupational Safety and Health

Culture of prevention and safety

- **Understand the structural dimensions of the culture of prevention and safety.**

  1. Understand the concept of Occupational Safety and Health.

  2. Reflect on rights and duties of employers, workers and their representatives with regard to Occupational Safety and Health.

  3. Critically analyse concepts that integrate Occupational Safety and Health.

  4. Interpret statistical data on occupational accidents and illnesses of the official bodies (GEP, INE and Eurostat).

  5. Critically reflect on the consequences of occupational accidents and illnesses, at the individual, social and economic level.

  6. Understand the importance of the holistic approach to Occupational Safety and Health (prevention, protection, education and citizenship).

  7. Discuss the importance of the culture of prevention and safety at work as a way to prepare for working life.

  8. Adopt safe and healthy behaviour.

Safe and healthy workplaces and work environments

- **Understand the hazards and risks related to professional activities and the respective prevention and protection measures.**

  1. Identify hazards related to professional activities and occupations.

  2. Distinguish types of occupational hazards (physical, chemical, biological, electrical, mechanical, ergonomic, psychosocial risk factors).

  3. Evaluate risks related to professional activities and occupations.

  4. Question emerging risks in the workplace resulting from technological and social changes.

  5. Discuss risk assessment methodologies.

  6. Analyse in a critical manner the general principles of prevention.

  7. Discuss strategies and measures of prevention, control and protection from risks.

  8. Collaborate in the implementation of measures for prevention, control and protection from risks to safety and health at work.

  9. Critically reflect on the impact individual choices have on Occupational Safety and Health, enhancing the adoption of safe and healthy behaviour when facing occupational risks.

  10. Discuss the importance of Occupational Safety and Health measures for the inclusion of vulnerable people in the World of Work (people with disabilities, pregnant women, women who have recently given birth or are breastfeeding, young people, migrant workers).

11. Discuss the importance of active and collaborative participation when developing solutions to Occupational Safety and Health issues.

12. Understand the importance of Occupational Safety and Health throughout professional life.

The school as a safe and healthy workplace

- **Recognise the importance of the school being a safe and healthy workplace.**

    1. Critically reflect on the management of safety and health at school.

    2. Discuss the responsibility of the educational community safety and health in matters.

    3. Develop projects that contribute to a safe and healthy school.

    4. Demonstrate the importance of involving partners in the promotion of safety and health at school.

    5. Collaborate with partner entities in the promotion of Safety and Health at School.

Theme 4
Work, equal opportunities and non-discrimination

Equal opportunities in the World of Work

- **Critically reflect on the relevance of equal opportunities in the access to and exercise of labour rights.**

  1. Take a critical stance on barriers to equal opportunities and treatment in access to professions, to employment, in the workplace and in learning and training opportunities.

  2. Compare examples of mechanisms, measures and policies promoting equality, equity and inclusion in the World of Work.

  3. Envisage the impact of equality, equity and inclusion on companies and on the socioeconomic development of companies.

  4. Value the application of measures to promote equality, equity and inclusion in access to training and employment.

  5. Propose measures to remove barriers in the promotion of equal pay.

  6. Recognise the impact of parenthood on the World of Work.

  7. Advocate the benefits of work-life balance.

Forms of discrimination

- **Critically analyse the impact of discrimination on the World of Work and on the development of societies.**

  1. Critically reflect on discrimination in access to work.

  2. Discuss contexts and situations that may constitute vulnerabilities in the World of Work (health status, migratory status, age, maternity, sexual orientation, ethnic origin, gender, among others).

  3. Critically reflect on forms of horizontal and vertical segregation.

  4. Critically reflect on forms of direct and indirect discrimination (e.g. gender-based pay inequality).

  5. Know the national and international legal framework and the different manifestations of discrimination in the World of Work.

  6. Give examples of good practices in combating discrimination.

Violence at work

- **Recognise the impacts of violence on the World of Work.**

  1. Question the concept of violence at work in its various components and forms (e.g. the nature of the acts, the effects or damages, physical, verbal and psychological violence and harassment).

  2. Analyse prejudices, discriminations and situations of "normalisation" of harassing behaviours at work which may generate manifestations of violence.

3. Identify groups, activities and sectors which are more exposed to the risk of violence in the World of Work (women; young people; job interviews; night work; commuting; public services; domestic work; hotel and catering, among other possible ones).

4. Discuss penalties, remedies and support measures for victims of violence in the World of Work.

5. Identify mechanisms of prevention, control and monitoring of the legislation in force, applied by the responsible bodies.

6. Discuss obstacles to the prevention of violent behaviours in the World of Work.

7. Discuss the impact of violence in the world of work (personal, social, family, economic).

8. Debate the benefits of zero tolerance to bullying, sexual harassment and other forms of violence in the World of Work.

Theme 5

Professional and organisational performance: determining factors

Individual factors in the organisation and in the workplace

- **Understand the importance of motivation and the satisfaction of individual needs, personality, values and attitudes in the workplace.**
  1. Question the relationship between motivation and job satisfaction.
  2. Differentiate intrinsic motivation from extrinsic motivation in a work context.
  3. Relate personality traits, attitudes and behaviour in an organisational context.
  4. Discuss the impact of personality traits and defence mechanisms on organisational behaviour and effectiveness.
  5. Critically analyse factors that skew perception and its impact on work (e.g. work *stress*, stereotypes, prejudices).
  6. Advocate the importance of ethics for the individual and for the organisation.

- **Value learning and the management of emotions in the relationship with organisational behaviour.**
  1. Discuss strategies for managing emotions in the workplace.
  2. Discuss the impact of learning on organisational behaviour (knowing how to learn and learning how to learn).
  3. Relate learning with the management of emotions and with organisational behaviour.

Group phenomena in the organisation

- **Understand group dynamics in an organisational context.**
  1. Discuss factors that affect the functioning of groups and that determine the quality of their results.
  2. Critically reflect on the importance and function of communication in an organisational context.
  3. Analyse phenomena of conflict, power and organisational leadership.
  4. Question the potential of networking.
  5. Assess the potential of creating a network of contacts.

Organisational dynamics

- **Understand the influence of internal and external factors in the dynamics of organisations and work**
  1. Envisage the influence of external factors of change in work and organisations.
  2. Distinguish between formal and informal structures of organisations.
  3. Identify psychosocial risk factors and their impacts on people and organisations.
  4. Relate ethics with organisational well-being.
  5. Discuss the importance of safety and health on building of happy, healthy and productive work environments.
  6. Discuss the importance of an organisational culture based on trust.

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Theme 6

Integration into the World of Work

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Personal enhancement

- **Understand the importance of self-knowledge in vocational choices and transitions in the World of Work.**

  1. Critically analyse the influence of self-concept in vocational and career choices.

  2. Discuss the importance of self-knowledge for sustained vocational choices.

  3. Adopt strategies that favour positive self-concept and foster a consistent identity for sustained vocational choices.

  4. Self-assess competences, values and interests associated with vocational choices and transitions in the World of Work.

Lifelong Learning and Training

- **Recognise the importance of education, vocational training and lifelong learning for integration and transition in the labour market.**

  1. Question changing labour market needs with the competences developed in formal and informal settings.

  2. Analyse competences to be mobilised to manage the transition from school to labour market and the necessary qualifications.

  3. Discuss transition pathways from school to labour market and/or further education.

  4. Critically reflect on the processes of transition from school to labour market and within the labour market.

  5. Plan the transition process from school to the World of Work.

Training and work opportunities

- **Reflect on training and work opportunities in relation to individual competences and characteristics.**

  1. Analyse the main characteristics of the national and international labour market.

  2. Critically reflect on the results of research conducted as regards training and work opportunities.

  3. Formulate or reformulate vocational choices taking into account the reflection on training and work opportunities and self-knowledge.

Entrepreneurship and innovation in the World of Work

- **Reflect on different dimensions of entrepreneurship and integration in the World of Work**

  1. Discuss different dimensions of entrepreneurship (social, economic, environmental, cultural).

  2. Discuss the concept of entrepreneurial skills.

  3. Relate their entrepreneurial skills with future choices in the labour market.

  4. Present entrepreneurial proposals generating social, economic, cultural and environmental value.

  5. Know the legal obligations of a company, including the situation of an Independent Entrepreneur (IE) and Occupational Safety and Health (OSH).

  6. Know national support for the creation/financing of the company itself, in particular special funding programmes for young people.

  7. Discuss the importance of innovation as a factor of individual and organisational growth of companies.

  8. Analyse the concept and the application of a business internationalisation.

Job search techniques for young people

- **Know appropriate job search techniques and strategies.**

  1. Select the appropriate strategies to locate, gather and validate information when searching for jobs.

  2. Know public services and private employment agencies.

  3. Know techniques for preparing applications (e.g. curriculum vitae, letters of introduction and recommendation, motivation).

  4. Prepare, simulate and evaluate a job interview.

  5. Know the legal protection regarding discriminatory situations in the recruitment process.

Integration into the labour market

- **Recognise mechanisms and institutions that promote integration into the labour market and youth employment.**

  1. Know support and policies to promote youth employment in Portugal.

  2. Know professional internship programmes at national level.

  3. Reflect on the concept of Young NEET and its implications.

  4. Know measures to support young people in a NEET situation.

  5. Know European programmes with learning opportunities, internships and exchanges to support integration into the labour market.

  6. Analyse advantages of mobility experiences for labour market integration.

V. ANNEXES

Glossary

Attitude

A relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive.

Source: American Psychological Association, *Dictionary of Psychology.* https://dictionary.apa.org/attitude

Atypical forms of work

Large and growing variety of forms of work and employment characterized by flexibility and reduced security. They include part-time work, casual and seasonal work, job sharing, fixed-term work, temporary agency work, home-based work, telework, own-account work, and contributing family work. These forms of work differ from the norm historically regarded as typical or standard, namely full-time, socially secure employment of unlimited duration, with a single employer, performed at the employer's workplace and with a guaranteed regular income.

Source: *Gender, Employment, and the Informal Economy: Glossary of Terms Beirut,* ILO (2009)

https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_204005.pdf

Atypical work (see also non-standard work)

Atypical work - atypical jobs - increasing variety of forms of work and employment characterised by flexibility and reduced security. They include part-time work, casual and seasonal work, job sharing, fixed-term work, temporary agency work, home-based work, telework, own-account work, and contributing family work. These forms of work differ from the norm historically regarded as typical or standard, namely full-time, socially secure employment of unlimited duration, with a single employer, performed at the employer's workplace and with a guaranteed regular income.

Source: ILO, 2007

https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_204005.pdf

Biological risk or risk of exposure to a biological agent

The risk of exposure of the worker to micro-organisms, including genetically modified micro-organisms, cell cultures and human endoparasites, which may cause infections, allergies or poisoning, at work.

Source: Decree-Law no. 84/97 of 16 April, in the current wording.

https://dre.pt/application/conteudo/468635

Chemical risk or risk of exposure to a chemical agent

The risk of exposure of the worker in his/her workplace to any chemical element or compound, whether alone or in a mixture, which is in the natural state or is produced, used or released as a result of work, including as waste, whether or not intentionally produced or marketed.

Source: Law no. 24/2012 of 6 February, in the current wording.

https://dre.pt/application/conteudo/543690

Child Labour

Minors admitted to employment and/or working under the age of 18 years.

Source: ILO Worst Forms of Child Labour Convention, 1999 (No. 182); ILO

Collective agreement

A written agreement regarding working conditions and terms of employment concluded between one or more employers or employers' organizations, on the one hand, and one or more representative workers' organizations or duly elected representatives of the workers, on the other.

Source: ILO, Thesaurus

https://www.ilo.org/inform/online-information-resources/terminology/thesaurus/lang--en/index.htm

Collective bargaining

All negotiations which take place between one or more employers or employers' organisations, on the one hand, and one or more workers' organisations, on the other, for determining working conditions and terms of employment or for regulating relations between employers and workers.

Source: ILO, Thesaurus

https://www.ilo.org/inform/online-information-resources/terminology/thesaurus/lang--en/index.htm

Collective Labour Agreement

Collective labour agreement concluded between trade unions and employers' associations. It therefore generally has a sectoral scope, generally corresponding to the sector of activity represented by the employers' associations.

Source: PINTO, Mário, MARTINS, Pedro Furtado and CARVALHO, António de Nunes (1996). *Glossário de Direito do Trabalho e Relações Industriais*, European Foundation for the Improvement of Living and Working Conditions. Office for Official Publications of the European Communities, Universidade Católica Editora, page 76.

Collective labour regulation instruments

These are agreements concluded, in writing, by one or more trade unions in a given sector of activity with the corresponding employers' association. The Labour Code, which governs labour relations in Portugal, imposes limits on what can be established in such instruments. The information regarding collective bargaining instruments is officially published in the Labour and Employment Bulletin and in the Official Journals of the Autonomous Regions.

Source: Law no. 7/2009 of 12 February, in the current wording.

Company agreement

Collective bargaining agreement concluded between one or more trade unions, on the employee's side, and a single employer, for the corresponding company.

Source: PINTO, Mário, MARTINS, Pedro Furtado and CARVALHO, António de Nunes (1996). *Glossário de Direito do Trabalho e Relações Industriais*, European Foundation for the Improvement of Living and Working Conditions 1996, Office for Official Publications of the European Communities, Universidade Católica Editora, page 39.

Competence

Recognised ability to apply adequately knowledge, skills and attitudes in work, professional development, education and personal development contexts. Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

Source: CEFEDOP; *European Parliament and Council of the European Union* (2008).

https://europass.cedefop.europa.eu/education-and-training-glossary/c

Competences are complex combinations of knowledge, capacities and attitudes that are central to the profile of learners in compulsory education.

Source: Ministry of Education (2017). *Perfil dos Alunos à Saída da Escolaridade Obrigatória*.

Confederation of employers' associations

The national association of employers' associations, federations and unions.

Source: Law no. 7/2009 of 12 February, in the current wording.

Contributory scheme (social security)

A form of social protection based on professional solidarity and the principle of contributions, which guarantees access to income-replacing social benefits. Responsibility for financing lies with workers and employers through the payment of social contributions. Examples of contributory schemes are the Social Security Welfare System and the Convergent Social Protection Scheme, which covers workers in public functions.

Source: Conselho de Finanças Públicas [Public Finance Council] (www.cfp.pt)

https://www.cfp.pt/pt/glossario/regime-contributivo

Culture of Prevention

A culture in which the right to a safe and healthy working environment is respected at all levels, where government, employers and workers actively participate in securing a safe and healthy working environment through a system of defined rights, responsibilities and duties, and where the principle of prevention is accorded the highest priority.

Source: ILO Convention No. 187 on the Promotional Framework for Occupational Safety and Health, Parliamentary Resolution no. 215/2017, Official Portuguese Gazette, 1st Series, no. 163, 24 August 2017, applicable in Portugal from 26/09/2018

Decent Work

Work that is productive and delivers a fair and adequate income, and provides job security, workplace safety and protection for workers and their families. Prospects for personal development and social integration, freedom and equity and equal treatment and opportunities for all women and men.

Source: ILO, 2008, Cited International Labour Organization Declaration on Social Justice for a Fair Globalization.

Digital work platforms

They include both internet-based platforms, where work is outsourced and advertised in a competitive bidding process open to a vast number of geographically dispersed workers (crowd work) and locally based applications (apps) that allow work to be allocated to individuals in a given geographical area. Although digital work platforms are the product of technological advances, work on these platforms resembles many more "traditional" forms of work, with only one digital tool intermediating.

Source: Berg, J. Furrer M. *et al.* (2018). *Digital Labour Platforms And the future of Work - Towards decent work in the on-line World*. Geneva, International Labour Office. (Portuguese edition available at: wcms_752654.pdf (ilo. org)).

Direct discrimination

Where a person is treated less favourably than another is, has been or would be treated in a comparable situation, on the basis of a discriminatory factor.

Source: Law no. 7/2009 of 12 February, in the current wording.

Employees

Persons gainfully employed by an employer.

Source: Social Security

http://www.seg-social.pt/trabalhador-por-conta-de-outrem

Employer

A natural or legal person with one or more employees at its disposal and responsible for the undertaking or establishment or, in the case of non-profit bodies, holds the power to recruit workers.

Source: Act no. 102/2009 of 10 September, republished by Act no. 3/2014 of 28 January.

Employers Association

Permanent association of natural or legal persons, under private law, owners of a company, who usually have workers in their employ.

Source: Act no. 7/2009 of 12 February, in the current wording.

Employers' Federation

The association of employers' associations in the same sector of activity.

Source: Act no. 7/2009 of 12 February, in the current wording.

Employment Contract

A contract by which a natural person undertakes, in return for payment, to provide his/her services to one or more other persons, within the scope of the organisation and under the authority of those other persons.

Source: Act no. 7/2009 of 12 February, in the current wording.

Employment rate

Percentage of persons employed in the total reference population. The reference is the working age population for the overall employment rate, but employment rates can also be calculated for particular age groups and/or specific geographical areas.

Source: Eurostat, Manuals and Guidelines, Guide to Statistics in European Commission development co-operation, (2017) edition, page 387.

https://ec.europa.eu/eurostat/documents/3859598/8141546/KS-GQ-17-002-EN-N.pdf/6edae81c-f570-4174-b5c8-d8ba927e8e7e

Entrepreneurship

Entrepreneurship is about acting on opportunities and ideas and turning them into value for others. The value created can be financial, cultural or social. (FFE-YE, 2012).

Source: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884.

Equal access to employment and to work

The worker or job seeker is entitled to equal opportunities and equal treatment as regards access to employment, vocational training and promotion or career and working conditions, and may not be privileged, favoured, prejudiced, deprived of any right or exempted from any duty on the grounds of, in particular, ancestry, age, gender, sexual orientation marital status, family situation, economic situation, education, origin or social condition, genetic heritage, reduced work capacity, disability, chronic illness, nationality, ethnic origin or race, territory of origin, language, religion, political or ideological beliefs and trade union membership, and the state must promote equal access to such rights.

Source: Act no. 7/2009 of 12 February, in the current wording.

Equal work

That in which the functions performed in the service of the same employer are equal or objectively similar in nature, quality and quantity.

Source: Act no. 7/2009 of 12 February, in the current wording.

Ergonomic risk

Often interlinked and confused with physical risk factors, from which they cannot be separated, they mostly arise from the organisation and management of work situations. Thus, we can identify in this category the ergonomic risk factors to which workers are exposed: adopted postures, physical effort, handling of loads, repetitive movements and monotonous activities.

Source: Jerónimo Sousa, *et al* (2005). *Fatores de risco ergonómico*, Centro de Reabilitação Profissional de Gaia.

Extrinsic motivation

An external incentive to engage in a specific activity, especially motivation arising from the expectation of punishment or reward (e.g., completing a disliked chore in exchange for payment).

Forced labour

The term "forced or compulsory labour" means all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.

Source: Forced Labour Convention, 1930 (No. 29)

https://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C029

Fundamental principles and rights at work[4]

Principles and rights formulated and developed in the form of specific rights and obligations in conventions that are recognised as fundamental:

- Freedom of association and the effective recognition of the right to collective bargaining
- Elimination of all forms of forced or compulsory labour
- Effective abolition of child labour
- Elimination of discrimination in respect of employment and occupation

Source: ILO core documents - ILO Declaration on Fundamental Principles and Rights at Work - GEEP 2016 (Publication in Portuguese).

General Principles of Prevention

Employers should guide their activities in the field of Occupational Safety and Health by the general principles of prevention which are provided for in article 15 of Act no. 102/2009 of 10 September, in its current wording, but which derive from framework directive no. 89/391/EEC of the Council of 12 June 1989 on the application of measures to promote the improvement of the safety and health of workers at work.

The prevention policy contained in the Framework Directive is based on:

- the employer is responsible for prevention...,

- prevention is based on nuclear principles.

By defining a hierarchy of measures, ahead of which are risk elimination measures, the framework directive has emphasised the importance of moving identification and control techniques to the origin of risk factors.

Source: Freitas, Luís Conceição (2013). *Manual de Segurança e Saúde do Trabalho*, Edições Universitárias Lusófonas, pp. 75-76.

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4 Fundamental Principles and Rights at Work are also recognised as human rights in other sources of international law and are enshrined in the Universal Declaration of Human Rights.

Harassment

Unwelcome behaviour, including behaviour based on discriminatory factors, engaged in when accessing employment or in employment, work or vocational training, with the purpose or effect of disturbing or embarrassing a person, affecting his or her dignity, or creating an intimidating, hostile, degrading, humiliating or destabilising environment.

Source: Act no. 7/2009 of 12 February, in the current wording.

Hazard

The intrinsic property of an installation, activity, equipment, agent, or other material work component that has the potential to cause damage.

Source: Act no. 102/2009 of 10 September, in the current wording.

Health and safety signs

Signs relating to a specific object, activity or situation which provide an indication or requirement concerning safety or health at work, or both, by means of a plaque, colour, light or acoustic signal, verbal communication or a form of sign language. It may be: prohibition, warning, obligation, rescue or distress and indication.

Source: Decree-Law no. 141/95 of 14 June, in the current wording.

Indirect discrimination

Where an apparently neutral provision, criterion or practice would put a person at a particular disadvantage compared with others because of a discriminatory factor, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary.

Source: Act no. 7/2009 of 12 February, in the current wording.

Informal economy

Refers to all economic activities of employees and economic units that are not covered by formal provisions due to legislation or practice. These activities do not fall within the scope of the legislation, which means that these employees and units operate outside the law; either they are not covered in practice, which means that the legislation is not applied to them, even though they operate within the scope of the law, or the legislation is not respected because it is inappropriate, burdensome or imposes excessive obligations.

Source: ILO (2006), The ILO and the Informal Economy

Interest

An attitude characterised by the need or desire to give selective attention to something that is significant to the individual, such as an activity, goal, or research area.

Source: American Psychological Association, *Dictionary of Psychology*. Https://dictionary.apa.org/interest [viewed on 11/10/2019]

Intrinsic motivation

An incentive to engage in a specific activity that derives from the task itself (e.g. genuine interest in a subject of study) and not from external benefits that may be obtained (e.g. money, credits in a course).

Source: American Psychological Association, *Dictionary of Psychology*

https://dictionary.apa.org/intrinsic-motivation [viewed on 8/7/2019]

Job insecurity

It refers to precarious employment, i.e. that which "opposes fixed, permanent, secure employment. Therefore, insecurity is defined by exclusion of parts: that which is not permanent or effective, is outside the norm, is considered to be precarious. (...) Precarious jobs are usually associated with low incomes and, in addition, with a reduction in the social rights of workers, and sometimes even the absence of the same.

Source: Diogo, Fernando (2012). *Precariedade no emprego em Portugal e desigualdades sociais: alguns contributos*, Observatory of Inequalities.

Labour market

A real or virtual meeting place, within an economy or market, where people who sell their work (employees) negotiate and can reach an agreement with those who buy it (employers). Labour markets provide the framework through which workers and employers interact about jobs, working conditions and remuneration. Other actors are institutions and collective bargaining processes, including the roles played by employers' organizations and trade unions.

The concept of labour market also covers issues such as employment, unemployment, participation rates and wages.

Source:

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Labour_market

Labour relations

Collective relations between employers and employees, between employers and trade unions, or between employers, unions and the government.

Source: ILO, Thesaurus

https://www.ilo.org/inform/online-information-resources/terminology/thesaurus/lang--en/index.htm

Lifelong Learning

It is based on the integration between learning and living and includes learning activities for people of all ages (children, young people, adults and the elderly) in all life contexts (family, school, community, work environment), in different educational settings (formal, non-formal and informal) that, together, respond to a range of learning needs and demands. Education systems adopt a holistic and sector-wide approach involving all subsectors and levels to ensure the provision of learning opportunities for all individuals.

Source: UIL. *Lifelong Learning* (n.d.). Hamburg: UNESCO Institute for Lifelong Learning.

http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/UNESCOTechNotesLLL.pdf

Material components of work

They correspond to the workplace, work environment, tools, machinery, equipment and materials, chemical, physical and biological substances and agents and work processes.

Source: Act no. 102/2009 of 10 September, republished by Act no. 3/2014 of 28 January, in the current wording.

Minimum wage

Also known as guaranteed minimum monthly wage (RMMG), it results from an agreement between the government and the social partners, within the scope of the Permanent Commission for Social Consultation of the Economic and Social Council. It aims to improve the disposable income of households and ensure the improvement of conditions for Portuguese workers through the annual setting of the minimum wage to be earned by workers in all sectors of activity.

Source: Decree-Law no. 167/2019 of 21 November (updates the amount of the guaranteed minimum monthly wage to EUR 634, which is updated annually at the Permanent Commission for Social Consultation of the Economic and Social Council).

https://dre.pt/web/guest/pesquisa/-/search/126365738/details/maximized?p_p_auth=zxzUX5FQ

Motivation

The impetus that gives purpose or direction to behaviour and operates in humans at a conscious or subconscious level. Motives are often divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviours.

Source: American Psychological Association, *Dictionary of Psychology.*

https://dictionary.apa.org/motivation [viewed on 8/7/2019]

National System of Qualifications

"All aspects of a member state's activity related to the recognition of learning and other mechanisms that combine education and training with the labour market and civil society. It includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may consist of several subsystems and include a national qualifications framework."

Source: Recommendation of the European Parliament and of the Council on the implementation of the EQF (April 2008).

https://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:32008H0506(01)&from=pt

Non-contributory scheme (social security)

A form of universal social protection based on the solidarity of the whole community, aimed at preventing situations of poverty and social exclusion or at compensating for the occurrence of certain eventualities, regardless of the contributions made to the system or the fulfilment of certain contributory requirements. The responsibility for financing this scheme is assumed by the State. Non-contributory schemes are part of the Citizens' Social Protection System provided for in the Basic Act on Social Security (Act no. 4/2007 of 16 January).

Source: Conselho de Finanças Públicas [Public Finance Council] (www.cfp.pt)

https://www.cfp.pt/pt/glossario/regime-nao-contributivo

Occupational accident

Occurs in the workplace and during working hours and directly or indirectly produces bodily injury, functional disorder or illness resulting in a reduction in the ability to work or earning capacity or death.

Article 9 of Act 98/2009, of 4th September, provides for the extension of this concept and also considers an accident at work to be that which occurs, namely:

a) In the trajectory to or from the workplace, under the terms referred to in the following number;

b) In the performance of services provided spontaneously and which may result in economic benefit to the employer;

c) In the workplace and outside it, when exercising the right to hold meetings or activities as a workers' representative, under the terms laid down in the Labour Code;

d) In the workplace, when attending a vocational training course or, outside the workplace, when expressly authorised by the employer to do so;

(…).

Source: Act no. 98/2009 of 4 September. *Official Portuguese Gazette no. 172/2009, 1st Series.* Lisbon: Assembly of the Republic.

Occupational health

Occupational Health, sometimes called Safety and Health at Work, aims at preventing occupational risks and protecting and promoting workers' health. Through strategies of identification, evaluation and control of risks existing in the workplace, or emerging from them, of surveillance actions for workers' health and of health promotion in the workplace.

Source: Directorate-General for Health - National Occupational Health Programme 2018-2020 Extension.

https://www.dgs.pt/saude-ocupacional/documentos-so/pnsoc_extensao-pdf.aspx

Occupational Illness

Illness contracted by the worker following exposure to one or more risk factors present in the occupational activity, working conditions and/or techniques used in the course of the work.

Source: Act no. 98/2009 of 4 September and Decree-Law no. 503/99 of 20 November.

Occupational risk

The probability of the damage occurring depending on the conditions of use, exposure or interaction of the material component of the work presenting a hazard.

Source: Act no. 102/2009 of 10 September, in the current wording.

Occupational Safety and Health

Conditions and factors that affect, or could affect, the health and safety of employees or other workers (including temporary and other contract workers), visitors, or any other persons in the workplace.

Source: OHSAS 18001/2007

https://comum.rcaap.pt/bitstream/10400.26/7319/2/Anexo%20I%20OHSAS180012007_pt.pdf

Ordinance of extension

The collective bargaining agreement or arbitration award in force may be applied, in whole or in part, by means of an extension ordinance to employers and workers integrated within the scope of the sector of activity and professionals defined in that instrument. It may only be issued in the absence of a collective bargaining agreement.

Source: Act no. 7/2009 of 12 February, in the current wording.

Ordinance on working conditions

When social and economic circumstances so justify, there is no trade union or employers' association and no extension ordinance is possible, this ordinance on working conditions may be issued. It may only be issued in the absence of a collective bargaining agreement.

Source: Act no. 7/2009 of 12 February, in the current wording.

Organisational effectiveness

A multidimensional construct defining the degree of success achieved by an organisation.

Source: American Psychological Association, *Dictionary of Psychology.*

https://dictionary.apa.org/organizational-effectiveness [viewed on 8/7/2019]

Part-time work

Corresponds to shorter normal weekly working hours than those of a full-time worker in a comparable situation.

Source: Act no. 7/2009 of 12 February, in the current wording.

Perception

The process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner.

Source: American Psychological Association, *Dictionary of Psychology.*

https://dictionary.apa.org/perception

Personal Protective Equipment

All equipment and any additional or ancillary equipment intended for use by the worker to protect himself/herself against risks, to guarantee workers' safety and health.

Source: Decree-Law no. 348/93 of 1 October, in the current wording.

Personality

The enduring configuration of characteristics and behaviour that comprises an individual's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Personality is generally viewed as a complex, dynamic integration or totality shaped by many forces, including hereditary and constitutional tendencies; physical maturation; early training; identification with significant individuals and groups; culturally conditioned values and roles; and critical experiences and relationships.

Source: American Psychological Association, *Dictionary of Psychology*.

https://dictionary.apa.org/personality [viewed on 11/10/2019]

Personality trait

A relatively stable, consistent, and enduring internal characteristic that is inferred from a pattern of behaviours, attitudes, feelings, and habits in the individual.

Source: American Psychological Association, *Dictionary of Psychology*.

https://dictionary.apa.org/personality-trait

Physical risks or risk of exposure to a physical agent

There are factors or physical agents in the work environment which directly interfere in the performance of each worker and in the production obtained, and may also contribute to the appearance of illnesses or cause accidents harmful to the worker.

Physical agents are generally subdivided into four major areas of intervention: noise, vibrations, thermal environment, ionizing and non-ionizing radiations.

Sources: Alli, B. (2008). *Princípios Fundamentais de Segurança e Saúde no Trabalho*. 2nd edition, Lisbon: International Labour Organization.

Sousa, J., Silva, C., Pacheco, E., Moura, M., Araújo, M., Fabela, S. (2005). *Acidentes de Trabalho e Doenças Profissionais em Portugal: Riscos Profissionais – Factores e Desafios*. Centro de Reabilitação Profissional de Gaia [Gaia Professional Rehabilitation Centre]. Available at:

http://www.crpg.pt/estudosProjectos/Projectos/Documents/retorno/riscos_profissionais.pdf

Pictogram

An image that describes a situation or imposes a certain behaviour and is used on an indicator plate or lit surface.

Source: Decree-Law no. 141/95 of 14 June, in the current wording.

https://dre.pt/application/conteudo/518662

Prevention

A set of public policies and programmes, as well as provisions or measures taken or envisaged in the licensing and in all phases of business activity of the undertaking, establishment or service, aimed at eliminating or reducing the occupational risks to which workers may be potentially exposed.

Source: Act no. 102/2009 of 10 September, republished by Act no. 3/2014 of 28 January.

Psychological harassment

A set of unwanted, perceived as abusive, persistent and repeated behaviour, verbal or otherwise, with offensive content or in subtle acts that include physical or psychological violence. Its purpose is to humiliate and diminish the self-esteem of the person or persons and to call into question their connection to the workplace (...).

Source: Torres, A. *et al.* (2016). *Assédio Sexual e moral no local de trabalho em Portugal.* Lisbon, University of Lisbon – ISCSP/CIEG.

Psychosocial risk

Psychosocial risks arise from deficiencies in the design, organisation and management of work, as well as from a problematic social context of work, which can have negative psychological, physical and social effects such as work-related stress, exhaustion or depression.

Source: European Agency for Safety and Health at Work

https://osha.europa.eu/pt/themes/psychosocial-risks-and-stress

Qualification

The formal result of an assessment and validation process verified by a competent body, recognising that an individual has acquired competences, in accordance with the established benchmarks.

Source: Decree-Law no. 396/2007 of 31 December, in the current wording

Right of association

Workers have the right to form trade union associations at all levels to defend and promote their socio-professional interests.

Employers shall have the right to form employers' associations at all levels to defend and promote their business interests.

Source: Act no. 7/2009 of 12 February, in the current wording.

Right to equal access to employment and occupation

Workers or job seekers have the right to equal opportunities and treatment with regard to access to employment, training, promotion or professional careers and working conditions, and may not be privileged, benefitted, harmed, deprived of any right or exempt from any duty on the grounds of, namely, parentage, age, gender, sexual orientation, marital status, family situation, economic situation, education, origin or social condition, genetic heritage, reduced work capacity, disability, chronic illness, nationality, ethnic origin or race, territory of origin, language, religion, political or ideological convictions and union membership, and the State shall promote equal access to such rights.

Source: Act no. 7/2009 of 12 February, in the current wording.

Risk of electrical contact

The main electrical risks result from contact between people and the electric current. These can happen directly or indirectly, and the consequences of contact with electrical energy can be severe burns and even death.

Source: Freitas, Luís Conceição (2013). *Manual de Segurança e Saúde do Trabalho*, Edições Universitárias Lusófonas, page 185.

Risk of mechanical contact

The moving parts of work equipment which may cause accidents through mechanical contact must be fitted with guards to prevent access to dangerous zones or with devices to stop the movement of moving parts before such zones are accessed.

Source: Freitas, Luís Conceição (2013). *Manual de Segurança e Saúde do Trabalho*, Edições Universitárias Lusófonas, page 185.

Safety datasheets

Safety datasheets for hazardous substances shall incorporate the necessary information to be provided by manufacturers, importers and distributors at the time of their placing on the market in order to enable action to be taken downstream to ensure the protection of the safety and health of their users.

It is equivalent to the identity card of a given chemical substance and constitutes an excellent source for obtaining information on the risks posed, as well as the corresponding prevention and control measures to be implemented. Its updating and review, together with the development of scientific and technical knowledge, is essential to ensure a high level of protection for users.

Source: Freitas, Luís Conceição (2013). *Manual de Segurança e Saúde do Trabalho*, Cidade, Edições Universitárias Lusófonas, page 217.

Self-concept

One's description and evaluation of oneself, including psychological and physical characteristics, qualities, skills, roles and so forth. Self-concepts contribute to the individual's sense of identity over time.

Source: American Psychological Association, *Dictionary of Psychology*. https://dictionary.apa.org/self-concept

Self-employed worker

A natural person who pursues an activity as a self-employed person.

Source: Act no. 102/2009 of 10 September, republished by Act no. 3/2014 of 28 January.

Self-knowledge

Knowledge that an individual has about him/herself.

Source: *The European Lifelong Guidance Policy Network (ELGPN) (*2014).

http://www.elgpn.eu/publications/browse-by-language/english/elgpn-tools-no.-2-llg-glossary/

Sexual harassment

Unwelcome behaviour of a sexual nature, in verbal, non-verbal or physical forms, with the purpose or effect of disturbing or embarrassing the person, affecting his/her dignity, or creating an intimidating, hostile, degrading, humiliating or destabilising environment.

Source: Act no. 7/2009 of 12 February, in the current wording.

Social Benefits

Social benefits in cash are the benefits payable to households from social security funds (except refunds). These benefits are provided under social security schemes and may take the form of sickness and disability benefits, maternity benefits, family allowances, other dependents' benefits, unemployment, retirement, survivors' pensions, and other allowances and benefits.

Social benefits in kind consist of individual goods and services provided free or almost free of charge by Public Administrations and Non-Profit Institutions Serving Households (NPISHs) to individual households, whether these goods and services are purchased on the market or produced as non-market output by general government units or NPISHs. They may be financed by taxes, other government revenue or, in the case of NPISHs, by donations or property income. Examples include health services contracted from private providers, association contracts with private schools, and reductions in the price of public transport for social purposes.

Source: Conselho de Finanças Públicas [Public Finance Council] (www.cfp.pt)

Social consultation

Practice of seeking agreements, involving government, trade unions and employers' organisations. The scope of the negotiations ranges from dialogue on public policies (taxes, social security, income, labour legislation, employment, productivity and competitiveness, etc.) to sectoral issues (occupational safety, health and hygiene, vocational training).

Source: Observatório sobre crises e alternativas - Centro de Estudos Sociais https://www.ces.uc.pt/observatorios/crisalt/index.php?id=6522&id_lingua=1&pag=7687

_____ context of participation and dialogue, discussion and negotiation

Dynamic process of political-social dialogue between the Government and the trade union and employer Confederations- (...) Social Partners - focusing on various areas of socioeconomic and socio-community life, it is therefore based on tripartism and on its vision of diverse but shared responsibilities between the various agents participating in it.

Source: Gaspar, Jorge (2013) *Tripartismo, Ética e Concertação Social- Enquadramento e reflexos Políticos do Sistema de valores da Organização Internacional do Trabalho*, Lisbon.

Social Contributions

Amounts determined by applying the percentages set in the law on remuneration or similar (bases of assessment), which are payable by the beneficiary and, in the case of employees, also by the respective employer in order to contribute to the financing of the Social Security schemes.

Source: INE – Sistema integrado de metainformação http://smi.ine.pt/ConceitoPorTema?clear=True

They include the charges paid by workers and their employers. They ensure access to retirement pensions and other support in the event of unemployment, accidents at work, illness or maternity.

Source:

https://www.pordata.pt/Glossario

https://www.pordata.pt/Subtema/Portugal/Seg.+Social+++Receitas+e+Contribuintes-24

Social Dialogue

All types of negotiation, consultation or exchange of information between, or among, representatives of governments, employers and workers to achieve common objectives.

Source: ILO, 2015

ILO (2015). *National Tripartite Social Dialogue: An ILO guide for improved governance*, Geneva.

Social economy (see also solidarity-based economy)

All economic and social activities freely carried out by the entities, which it itself indicates exhaustively in a subsequent provision. The following are mentioned in this provision: (a) Cooperatives; (b) Mutualist associations; (c) *Misericórdia* welfare entities; (d) Foundations; (e) Private social solidarity institutions not covered by the previous paragraphs; (f) Altruistic associations operating in the cultural, recreational, sports and local development fields; (g) Entities covered by the community and self-managed sub-sectors, integrated under the terms of the Constitution in the cooperative and social sector. In addition to these categories of entities, whose nexus of belonging to the social economy is generically delimited for all of them, there is another sub-paragraph that allows a case-by-case assessment of individual entities that do not fall within any of the categories mentioned: (h) Other entities endowed with legal personality, which respect the guiding principles of the social economy.

Source: Act no. 30/2013 of 8 May, in the current wording.

https://www.cfp.pt/pt/glossario/prestacoes-sociais-em-dinheiro

https://www.cfp.pt/pt/glossario/prestacoes-sociais-em-especie-

Social partners

Workers' representatives - i.e. the trade union confederations - and employers' representatives - i.e. the employers' confederations.

They are the main parties involved in social consultation, or tripartite dialogue, and in Portugal, together with government representatives, they make up the Permanent Commission for Social Consultation (CPCS). In addition to integrating 4 members of the government, the CPCS includes, on the side of the trade union confederations, 2 representatives of the General Confederation of Portuguese Workers - National Inter-Trade Unions (CGTP-IN) and 2 representatives of the General Union of Workers (UGT). On the employers' confederations' side, it is composed of 1 representative of the Portuguese Business Confederation (CIP), 1 representative of the Portuguese Trade and Services Confederation (CCP), 1 representative of the Portuguese Farmers Confederation (CAP) and 1 representative of the Portuguese Tourism Confederation (CTP).

Source: European Commission - Directorate-General for Employment, Social Affairs and Inclusion.

https://ec.europa.eu/employment_social/esf/docs/tp_socpart02_pt.pdf

Social Protection (System)

General term covering all guarantees against reduction or loss of income in cases of illness, old age, unemployment or other hardship, and including family and ethnic solidarity, collective or individual savings, private insurance, social insurance, mutual benefit societies, social security, etc.

Source: ILO, Thesaurus

https://www.ilo.org/inform/online-information-resources/terminology/thesaurus/lang--en/index.htm

Social Security (System)

The Social Security System is intended to ensure citizens' basic rights and equal opportunities, as well as to promote well-being and social cohesion among all Portuguese citizens or foreigners who exercise a professional activity or reside in Portuguese territory. It is composed of three systems, the Social Protection System of Citizenship, the Social Welfare System and the Complementary System under the terms of the Social Security Framework Law (Law no. 4/2007, of 16th January).

Source: Public Finance Council

https://www.cfp.pt/pt/glossario/sistema-de-seguranca-social

Solidarity-based economy

Current of thought and action aimed at recovering the social and ethical economic sense to face poverty, inequality and exclusion. It is an approach based on the supremacy of the individual and his/her capacity of achievement, but of an individual capable of supporting and being supported by others and recognise restrictions on his or her freedom relative to the rights of others. In this sense, it aims to focus on social relations embodied in economic exchanges, ensuring that they are in accordance with the rights and obligations of all those involved. The logic of the solidarity-based economy is to seek to satisfy needs and not only to earn profits.

Source: Glossário de Responsabilidade Social

http://cite.gov.pt/assts_scratches/Gloss_rsopt.pdf

Student Worker

A worker attending any level of academic education, as well as a postgraduate, master's or doctorate course at an educational institution, or a vocational training course or a programme of temporary occupation for young people, with a duration of six months or more. Maintaining the status of student worker depends on the academic performance the previous academic year.

Source: Act no. 7/2009 of 12 February, in the current wording

Teleworking

The provision of work performed under legal subordination, usually outside the company and through the use of information and communication technologies.

Source: Act no. 7/2009, February 12, in its current wording.

Trade Union

The permanent association of workers to defend and promote their socio-professional interests.

Source: Act no. 7/2009 of 12 February, in the current wording.

Trade Union Confederation

The national association of trade unions, federations and unions.

Source: Act no. 7/2009 of 12 February, in the current wording

Trade unions' Federation

The association of trade unions of workers of the same profession or sector of activity.

Source: Act no. 7/2009 of 12 February, in the current wording.

Tripartism (see also tripartite social dialogue)

One of the main forms of social dialogue that represents a founding principle and fundamental value of the ILO, "the interaction of government, employers and workers (through their representatives) as equal and independent partners to seek solutions to issues of common concern".

Source: ILO, Thesaurus

Underutilisation of work

Indicator aggregating the unemployed population, underemployment of part-time workers, the non-working population seeking jobs who are not available and the available non-working population who are not seeking jobs.

Source: INE Metadata

http://smi.ine.pt/VariavelConceptualPorTema?clear=True

Unemployment rate

The number of people unemployed as a percentage of the labour force. Unemployed persons are defined as those who (as a general rule) cumulatively: (i) are aged between 15 and 74 years; (ii) have not worked in the reference week; (iii) are available to start work within two weeks (or have already found a job to start work within three months); (iv) have actively sought work in a given period in the last four weeks.

Source: Manuals and Guidelines, Eurostat, Guide to Statistics in European Commission development co-operation, 2017 edition, page 387.

https://ec.europa.eu/eurostat/documents/3859598/8141546/KS-GQ-17-002-EN-N.pdf/6edae81c-f570-4174-b5c8-d8ba927e8e7e

Values

1. A moral, social, or aesthetic principle accepted by an individual or society as a guide to what is good, desirable, or important.

2. The worth, usefulness, or importance attached to something.

Source: American Psychological Association, *Dictionary of Psychology.*

https://dictionary.apa.org/value

Wage

Benefit to which, under the contract, the rules governing it or usage, the worker is entitled in return for his/her work. The wage comprises the basic wage and other regular and periodic payments made, directly or indirectly, in cash or in kind.

Source: Act no. 7/2009 of 12 February, in the current wording.

Work

Human activities, paid or unpaid, that produce the goods or services in an economy, or supply the needs of a community, or provide a person's accustomed means of livelihood.

Source: ILO, Thesaurus

https://www.ilo.org/inform/online-information-resources/terminology/thesaurus/lang--en/index.htm

Work environment

Place where people perform their work activities, whether paid or unpaid, whose balance is based on the health of the environment and the absence of agents that compromise the physical and psychological safety of workers, regardless of their condition (male, female, adults or minors, employees, self-employed workers, etc.).

Source: FIORILLO, Celso António Pacheco (2002). *Curso de Direito Ambiental Brasileiro*, Cidade Brasil.

Work equipment

Any machine, apparatus, tool or installation used at work.

Source: Act no. 50/2005 of 25 February, in the current wording.

Work of equal value

Where the functions performed for the same employer are equivalent, taking into account in particular the qualification or experience required, the responsibilities attributed, physical and mental effort and the conditions in which the work is carried out.

Sources: Act no. 7/2009 of 12 February, in the current wording; article 59, paragraph 1(a) of the Constitution of the Portuguese Republic.

Work on digital platforms

It consists of both online work on digital platforms, known as microtasks or crowd work, and work performed on local work platforms assigned through Application Software (apps).

Source: ILO, 2018

Cited in *Digital platforms and the future of work: Towards decent work in the online word*, ILO- Geneva, 2018.

Worker

A natural person who, in return for payment, undertakes to provide a service to an employer, as well as the assistant, trainee and apprentice who are economically dependent on the employer by reason of the means of work and the result of their activity.

Source: Act no. 102/2009 of 10 September, republished by Act no. 3/2014 of 28 January.

Workers' organizations (see trade union)

Organization of employees, usually associated beyond the confines of one enterprise, established for protecting or improving, through collective action, the economic and social status of its members.

Source: ILO, Thesaurus

https://www.ilo.org/inform/online-information-resources/terminology/thesaurus/lang--en/index.htm

Workers' representatives for Occupational Safety and Health

They are elected by workers to represent workers in the fields of occupational safety and health. Employers shall provide ongoing training to enable them to carry out their duties. The management bodies of companies must provide the workers' representatives for occupational safety and health with appropriate facilities and with the material and technical resources necessary to carry out their duties.

Source: Act no. 102/2009 of 10 September, republished by Act no. 3/2014 of 28 January.

Working (Active) /Non-working population (Inactive)

Active population - population aged 15 or over which, in the reference period, constituted the available labour force for the production of goods and services that enter the economic circuit (employed and unemployed population).

Source: INE

www.ine.pt

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contecto=pi&indOcorrCod=0005543&selTab=tab0

Inactive (Non-working) population - population, irrespective of age, that in the reference period could not be considered economically active, i.e. neither employed nor unemployed.

Source: INE

www.ine.pt

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0007859&contexto=bd&selTab=tab2

Working Conditions

Any and all variables present in the work environment capable of altering and/or conditioning the productive capacity of the individual, causing or not aggression or depressions to his/her health: furniture, use of physical space and areas, thermal environment and its variables; prescription and content of tasks, interpersonal relationships, information, machinery, tools and the intervention on them.

Source: Neto, José Clementino de Sá, *et al*., *O ambiente de trabalho e o processo produtivo na fabricação de portas e forras*, Revista Brasileira de Gestão Ambiental (Pombal – PB – Brazil) v.9, no. 1, page 4, Jan-Dec. 2015.

Working hours

Any period during which the employee carries out the activity or remains engaged by the performance of the work, as well as the interruptions and intervals provided for by law:

a) The interruption of work as such considered in an instrument of collective labour regulation instruments, in internal rules of the company or resulting from company usage;

b) Occasional interruption of the daily working period inherent to the satisfaction of the unpostponable personal needs of the worker or resulting from the consent of the employer;

c) The interruption of work for technical reasons, namely cleaning, maintenance or fine-tuning of equipment, change of production programme, loading or unloading of goods, lack of raw materials or energy, or due to climatic factors affecting the company's activity, or for economic reasons, namely a drop in orders;

d) The meal break in which the worker has to remain in or near his usual work space in order to be called back to perform normal work in case of need;

e) The interruption or pause in the working period imposed by occupational safety and health standards.

Source: Act no. 7/2009 of 12 February, in the current wording.

Work-life balance

Condition that allows men and women to exercise their professional activity without prejudice to their family responsibilities and their rights and duties as citizens.

Source CITE, *Guia de Auto-avaliação da Igualdade de Género nas Empresas*. Lisbon: DSIE/CITE, 2008.

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Young NEETs

NEET is an acronym for "not in employment, education or training", used to refer to the situation of many young people - typically between the ages of 15 and 24 years. In Portuguese, the acronym NEEF is used to refer to the population aged 15-24 who are not employed or not engaged in any education or training activity.

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https://www.cedefop.europa.eu/pt

COLABOR – Laboratory for Work, Employment and Social Protection (ILO)

https://colabor.pt/

Comissão para a Igualdade no Trabalho e no Emprego
http://cite.gov.pt/

Conseil de l'Europe – Ressources en ligne

https://edoc.coe.int/fr/

COOPJOVEM – CASES

https://www.cases.pt/programas/coopjovem/

Council of Europe – Committee of Ministers

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Council of Europe – Committee of Ministers

https://www.coe.int/en/web/cm

Directorate-General for Education

http://dge.mec.pt/

Directorate-General for Employment and Labour Relations

https://www.dgert.gov.pt/

Employment and Vocational Training Institute

https://www.iefp.pt

ENETOSH – European Network Education and Training in Occupational Safety and Health

http://www.enetosh.net/webcom/show_article.php/_c-29/i.html~

European Agency for Safety and Health at Work

https://osha.europa.eu/pt

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European Foundation for the Improvement of Living and Working Conditions

https://www.eurofound.europa.eu/pt

Garantia Jovem

https://www.garantiajovem.pt/

GeNeus Projet – Gender Neutral Tools and Test for Selection Processes

http://geneus-project.eu/pt/

International Labour Organization

https://www.ilo.org/global/lang--en/index.htm

International Labour Organization, Lisbon

https://www.ilo.org/lisbon/

Napo Consortium

https://www.napofilm.net/pt

National Qualification and Vocational Training Agency
http://www.anqep.gov.pt/

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http://bte.gep.msess.gov.pt/

PASSAPORTUGAL

https://www.passaportugal.pt/

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Internet sites for consultation of statistical data related to the World of Work[7]

Employment and Vocational Training Institute - Statistics

https://www.iefp.pt/estatisticas

EUROFOUND – European Foundation for the Improvement of Living and Working Conditions

https://www.eurofound.europa.eu/data

Eurostat – European Statistics

https://ec.europa.eu/eurostat/data/database

Office of Strategy and Planning of the Ministry of Labour, Solidarity and Social Security in the National Statistical System (SEN)

http://www.gep.mtsss.gov.pt/sinteses-/-publicacoes

PORDATA – Contemporary Portugal Database

https://www.pordata.pt/

Portuguese Statistics

https://www.ine.pt/xportal/xmain?xpgid=ine_main&xpid=INE&xlang=pt

Social Security

http://www.seg-social.pt/estatisticas

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