

**The changing reality of the State  
and  
the challenges of  
Occupational Safety and Health  
PhD. Program (DemSSO)**

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# **1.- The changing reality of the State**

## **1.1.- The state rulling over its subjects**

**Louis the 14th, France:**

**The state, it's me!**

**(Sun King, 1638 – 1715)**

**In the twentieth century many states ruled over their subjects:**

**Soviet Union, under Stalin and beyond (until 1989);**

**Germany under Hitler;**

**Portugal under Salazar (until 1974);**

**Even UK until the end of the World War II  
(1945) ruled over its subjects**

**It was the time of nationalisms and  
'Patriotic Wars'**

## **1.2.- Welfare State, caring its children-citizens**

**After 1945 , in Western Europe, many believed in the welfare state:**

**The state had to provide security, health, education, justice and welfare assistance for its citizens.**

**This was the ‘European Social Model’.**

**With the increase of life expectancy  
and the **growing costs of:****

- Public health;**
- Education;**
- Retirement pensions and social assistance;**
- the limits of the capacity of the state to care all the citizens, namely the ones who need it the most, became clear.**

## **1.3.- The cooperative citizens' state**

**Progresses in almost universal education**

**and the informatic revolution**

**empowered the people.**

**Citizens have now the capacity to cooperate with the state and to become its full partners**

**and no more simple subjects or beneficiaries.**

**Without a strong positive cooperation between citizens and state,**

**there will be no more viable welfare state.**



## **Example a)**

### **The ‘Expert Patients Initiative’:**

- **A New Approach to Chronic Disease Management for the 21st Century**
- **“my patients understands their disease better than I do.”**

**Without the cooperation between patients and experts  
(doctors, nurses and other health professionals)**

**the health costs will be  
too big**

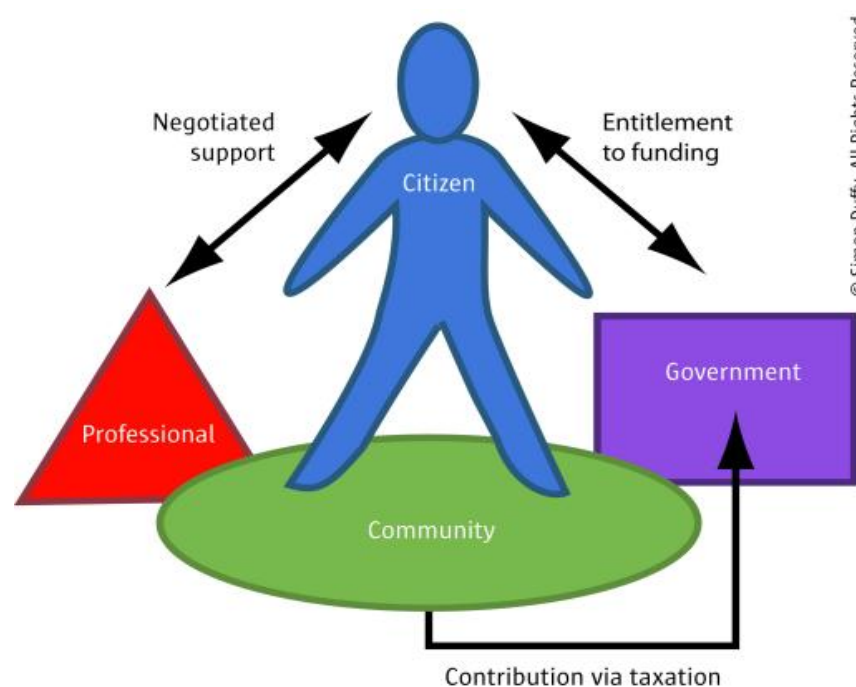
**and the results, for the patients,  
too small.**

## Example b)

### Citizenship Model (Simon Duffy)

<http://www.centreforwelfarereform.org/>

- **The Citizenship Model is a paradigm for organising the welfare state; the citizen manages and controls their entitlements, in the context of their community of family and friends.**



**This model contrasts with the Professional Gift Model, which remains the prevalent model for public services, whereby support is defined by professionals and given as a unilateral gift to needy people.**

- **In the Citizenship Model:**
- **The citizen is in control of their life, and any support they need to lead that life.**
- **The citizen leads their life as part of a community of family, friends and fellow citizens.**

- **Where necessary additional support is provided by the state through an entitlement, whose rules and responsibilities are fair, open and appropriate.**

- **The citizen can shape any extra support they need by using their resources to negotiate additional support from within, or from outside, their community.**

- **Professional services are available and agreed on the basis of an equal relationship between the citizen and the professional.**

**[admin@centreforwelfarereform.org](mailto:admin@centreforwelfarereform.org)**



## **1.4.- Conclusions**

**The state must change with the active participation of well informed and formed, realistic, critical, creative, cooperative and responsible citizens.**

**For that, people must develop its citizenship and soft skills.**

**Shared learning  
and cooperative work  
with the world**

**are key factors for a better future for all.**

# **2.- Challenges of Occupational Safety and Health PhD. Program (DemSSO)**

## 2.1- What PhD degree was in the nineties and is now:

**1992 – PhD degree confirms**

**that innovator and original contribution for the progress of knowledge has been done,**

**high level culture and**

**the capacity to do independent scientific work.**

## Decreto-Lei n.º 216/92 de 13 de Outubro artigo 17º

«1 – O grau de doutor comprova a realização de uma **contribuição inovadora e original para o progresso do conhecimento**, um alto nível cultural numa determinada área do conhecimento e a **aptidão para realizar trabalho científico independente.**»

# According to Decree-Law 74/2006, resulting from **Bologna Process**

**PhD degree is conferred to those who demonstrate:**

- a) Capacity for **systematic understanding in one knowledge domain**;**
- b) Research aptitudes and methods in one scientific domain;**
- c) Capacity to conceive, design and do research according to academic quality and integrity;**
- d) To have done original research contributing for the enlargement of the borders of knowledge and deserving international divulgation;**

- a) To be able to critically analyze , evaluate and synthesize new and complex ideas;**
- b) To be able of communicating with academic community and with society;**
- c) To be able to promote the technological, social or cultural progress in a society based on knowledge.**

Decreto-Lei **74/2006**, de 24 de Março, artigo 28º, estabelece, de acordo com o **Processo de Bolonha**:

«1—O grau de doutor é conferido aos que demonstrem:

- a) Capacidade de compreensão sistemática num domínio científico de estudo;**
- b) Competências, aptidões e métodos de investigação associados a um domínio científico;**
- c) Capacidade para conceber, projectar, adaptar e realizar uma investigação significativa respeitando as exigências impostas pelos padrões de qualidade e integridade académicas;**



d) Ter realizado um conjunto significativo de trabalhos de investigação original que tenha contribuído para o alargamento das fronteiras do conhecimento, parte do qual mereça a divulgação nacional ou internacional em publicações com comité de selecção;

e) **Ser capazes de analisar criticamente, avaliar e sintetizar ideias novas e complexas;**

**f) Ser capazes de comunicar com os seus pares, a restante comunidade académica e a sociedade em geral sobre a área em que são especializados;**

**g) Ser capazes de, numa sociedade baseada no conhecimento, promover, em contexto académico e ou profissional, o progresso tecnológico, social ou cultural.»**

## **2.2.- 1st Challenge**

### **From monodisciplinarity to transdisciplinarity**

Taking into consideration the evolution of the concept of Philosophical Doctor, itself, the first challenge of this PhD Program is to thrive:

- 1.1.- from specialized monodisciplinarity to multidisciplinarity,** using informations from different disciplines;
- 1.2.- from multidisciplinarity to interdisciplinarity,** through the mutual interaction and enrichment of clearly different disciplines;
- 1.3.- from interdisciplinarity to transdisciplinarity,** the holistic vision integrating scientific knowledge, philosophical conceptions, ethical values and behaviors, discipline and praxis.

## 2.3.- 2nd Challenge

**From hygiene and safety at workplace to the occupational safety and health for all, everywhere and in whatever situation**

**Due to OSH work, conditions in workplaces have dramatically improved, since the 19th century industrial revolution.**

**Meanwhile, traffic accidents and other safety and health problems became comparatively more important, and demand greater attention.**

**To take into consideration this evolution, the scope of this OSH PhD. Program is very broad, including non traditional fields of research.**

## **2.4.- 3rd Challenge**

**To go beyond the borders of UP and establish growing cooperation with researchers and institutions, in Portugal and abroad.**

## **2.5.- 4th Challenge**

### **To become a learning and competencies development community**

**I consider that schools are, always, learning communities, much more than teaching ones.**

**At PhD. level this is much more truth.**

**PhD. Students are supposed to expand knowledge and develop competencies to levels which neither teachers nor anyone else have ever achieved.**

**Students and teachers are supposed to learn and create with each others in the adventure of discovery they are all invited to pursue in UP OSH PhD Program.**

## 2.6.- Finally

**We do not forget the ~90% of the world population living with less than 2 US\$ a day, nor the climatic changes, the fast growing of the world population and of its rapid ageing, with the new challenges it poses.**

**We hope that our students, teachers and researchers, all together, may give a contribution for a better, safer and healthier world in the future.**