

INCLUSION AND DIVERSITY: A LOOK AT PORTUGUESE SCHOOLS

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Submetido 14/04/2022 - Aceito 09/09/2022

DOI: 10.15628/holos.2023.15174

ABSTRACT

This study aims to analyze the socioemotional skills of students attending 7th grade at schools in Priority Education Intervention Territories and study their relationship with the students' personal characteristics (gender, nationality and parents' education). A stratified sample of 675 students participated. The number of participants of both genders was equivalent, the majority was of Portuguese nationality (89%) and the average schooling of the mother and father was 9 years. The results indicated a tendency for the majority of the

youngsters to perceive themselves positively, mainly in Self-Esteem, while they considered themselves less competent in Class Participation and Responsibility. Differences were observed according to the personal characteristics of the students: girls considered themselves more competent than boys, as well as Portuguese students when compared to foreign students. The mother's and father's education proved to be directly proportional to the students' socioemotional competences.

KEYWORDS: Inclusion, students' diversity, socioemotional skills.

INCLUSÃO E DIVERSIDADE: OLHARES PELAS ESCOLAS PORTUGUESAS

RESUMO

Este estudo tem o objetivo de realizar uma análise das competências socioemocionais de alunos que frequentam o 7º ano de escolaridade de escolas em Territórios Educativos de Intervenção Prioritária e estudar a sua relação com as características pessoais dos alunos (género, nacionalidade e escolaridade dos progenitores). Participaram 675 alunos de uma amostra estratificada. O número de participantes dos dois géneros era equivalente, a maioria era de nacionalidade portuguesa (89%) e a escolaridade média da mãe e do pai era de 9 anos. Os resultados indicaram uma

tendência para a maioria dos jovens se perceberem positivamente, principalmente na Autoestima, considerando-se menos competentes na Participação nas Aulas e na Responsabilidade. Observaram-se diferenças consoante as características pessoais dos alunos: as raparigas consideraram-se mais competentes do que os rapazes, bem como os estudantes portugueses, quando comparados com alunos estrangeiros. A escolaridade da mãe e do pai revelou-se diretamente proporcional às competências socioemocionais dos alunos.

PALAVRAS-CHAVE: Inclusão, diversidade de alunos, competências socioemocionais.

1 INTRODUCTION

Inclusion and equal opportunities for all students has led schools to rethink pedagogical practices to include an increasing diversity of students. From the Salamanca Declaration (UNESCO, 1994), at the World Conference on Special Educational Needs, to the present day, we have come a long way, from integration practices towards the paradigm of inclusion, aiming for a fairer and higher quality education. Portugal follows the evolution of global educational policies of inclusion in the school environment (Decree-Law No. 54/2018). Schools rethink practices and procedures of organization and pedagogical differentiation to respond to the diversity of characteristics of the student population, to allow the participation of all individuals in all its dimensions, for an educational inclusion and simultaneously socioeconomic, cultural, ethnic (Santos, 2022). It is in this context that the Portuguese Ministry of Education has been promoting the Priority Education Intervention Territories (TEIP) program since 1996 (Ordinance n.º 147-B/ME/96). Recognizing the need to intervene as a priority in geographical areas with children and young people at risk of social and school exclusion, because they are inserted in socially and poor areas and with reduced educational success, it intends to start a new cycle of the program, Phase 4, extending it to a set of schools with incidence of migration flows (Resolution of the Council of Ministers No. 90/2021). Thus, in this study to support an intervention closer to the educational realities of students, we began by analyzing how the socio-emotional skills of students who attend the 7th year of schooling in schools integrated in the Educational Territories of Priority Intervention program are characterized and their relationship with personal characteristics such as gender, nationality, and parents' education.

2 BIBLIOGRAFIC REVIEW

With regard to education in schools, several studies have been emphasizing the importance of learning that is not only focused on the acquisition of academic concepts, but also on the development of skills that will be important throughout the individual's life (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Organisation for Economic Co-operation and Development, 2021; World Health Organization & United Nations Educational, Scientific and Cultural Organization, 2021).

Accepting that competences are complex combinations of knowledge, skills, and attitudes, we share that they are central and necessary for students and need to be developed by everyone throughout their compulsory schooling. However, the areas of competence do not follow a hierarchy in which some precede the others, on the contrary, they should be considered as complementary, and their enumeration does not imply any internal hierarchy between them. In the same way, no competence is only developed in a specific curricular area or in the restricted

context of the classroom, since in each moment of learning multiple competences responsible for the development of multiple literacies are woven (eg., reading, writing, numeracy, technologies information and communication, health) necessary to learn and continue to learn throughout life.

Competence-based education may be an appropriate methodology to intervene in school populations where the levels of school failure and dropout are particularly high, as seen in schools that are part of the Priority Intervention Educational Territories Program (Directorate-General for Education, 2020). The important thing is that each school, whether in a TEIP context or not, identifies what may be behind the non-involvement of some of its students in school and is subsequently able to devise strategies and find means to combat failure, school dropout, avoiding accentuate social vulnerabilities. This is the only way it is possible to meet the mission of the TEIP program in Portugal, not only to improve the educational success of the needy populations of these territories, but also to increase their social powers (Costa & Almeida, 2022).

However, empirical studies do not always report benefits equally for all participants (Coelho, Sousa, Raimundo & Figueira, 2015; Durlak et al., 2011; Jagers, Rivas-Drake & Williams, 2019), so it is relevant to study the differences of this type of intervention according to gender, nationality, or socioeconomic status of the participants.

2. METHODOLOGY

This article presents the partial results of a broader research, specifically those that seek to answer the following question: how are the socioemotional skills of 7th grade students in TEIP schools characterized and how are they related to the students' individual characteristics (gender, nationality and mother's and father's education)? With this purpose, we applied the Social and Emotional Skills Questionnaire (Vilarinho & Carvalho, 2019) to a representative sample of students attending 7th grade in schools covered by the TEIP program.

2.1 Participants

A stratified sampling plan was used. The sample was composed of 675 participants. Most participants were Portuguese (89.2%), attending schools in the North (27.4%) and Lisbon Metropolitan Area (44.7%).

Compared with the 2009/2010 data on the number of students attending TEIP schools (Directorate-General for Innovation and Curriculum Development, 2011), the proportion of students in the North is higher than the one achieved in our study. The proportions in the Centre, Lisbon Metropolitan Area and Alentejo zones can be considered similar to the universe under study. The Algarve area has a higher number of students than necessary (Table 1).

Table 1: Schools and participants per region NUT II

Region NUT II	Nr Schools	Nr participants	Desired sample (%)	Obtained sample (%)
North	3	185	41	27
Centre	1	45	6	7
Lisboa Metropolitan Area	3	302	42	45
Alentejo	1	35	7	5
Algarve	2	108	4	16

Overall (at the national level), the percentage of female respondents (49.6%) is balanced with that of males (50.4%). Most of the participants are of Portuguese nationality (89.2%), followed by other unspecified nationalities (3%), Cape Verdean (2.4%), and São Tomense (2.4%). Among the participants, there are also Brazilians (1.3%), Angolans (0.7%), Guineans (0.7%), and Mozambicans (0.3%). The average academic qualifications of the mother (9.14 years of schooling) are slightly higher than the average academic qualifications of the father (8.64 years of schooling).

The ages of the participants (Figure 1) range from 11-12 years to 17-18 years, with the majority in the 11-12 age range (63%). It should be noted that, as directed by the Ministry of Education, age was collected on an interval scale (11/12 years, 13/14 years, 15/16 years and 17/18 years) for data protection reasons, which is why it is not possible to present the mean and standard deviation values.

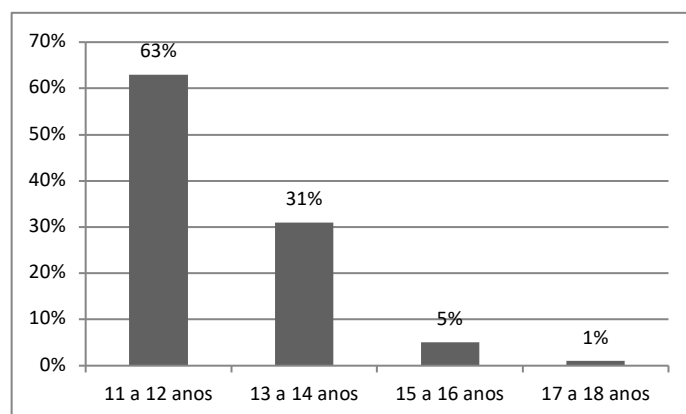


Figure 1: Age of participants (percentage)

2.2 Instrument

The Social-Emotional Skills Questionnaire (SQF) is the result of a literature review on the skills. The instrument begins with a brief introduction, which explains the main objective and the

general nature of the questionnaire, followed by the items related to the competencies under study and concludes with questions related to some sociodemographic data (age, gender, schooling path, and family background).

This is a self-report questionnaire, using a 4-point Likert-type scale (never, rarely, often, always), as it is appropriate "(...) to record the degree of agreement or disagreement with a given statement about an attitude, a belief or a value judgment (Tuckman, 2012, p.280). This questionnaire allows for a partial result of each of the socioemotional competencies: Learning to Learn, Self-Esteem, Cooperation, Empathy, Participating in Class, Resilience, and Responsibility.

2.3 Procedure

In order to obtain a representative sample of the universe under study (students attending the 7th grade of TEIP schools in the school year 2012/2013), we used a stratified sampling plan by Territorial Units for Statistical Purposes (NUT II), referring to the school year 2009/2010 (Directorate-General for Innovation and Curriculum Development, 2011).

Authorization was requested to the Directorate-General for Innovation and Curriculum Development of the Ministry of Education, which conducts the Monitoring of School Surveys, and the application of the questionnaire in TEIP schools was authorized.

The aim was to obtain a national sample at random, so that the results could be generalized to the population to which the sample under study belongs. The statistical program Statistical Package for Social Sciences (SPSS), version 26, was entered into the universe of TEIP schools in the national territory and three schools in the North, one school in the Center, three schools in Lisbon Metropolitan Area, one school in the Alentejo and one school in the Algarve were randomly selected. These schools were first contacted via email with a message presenting the study, attaching a methodological note, the questionnaire to be applied and the authorization from the Ministry of Education. Subsequently, when no response was obtained, the schools were contacted via telephone. When it was not possible to contact by either means some of the randomly selected schools, a choice by convenience had to be used.

A total of 749 questionnaires were mailed, with a stamped, addressed envelope for return. A total of 479 questionnaires were received. In addition to the mailed questionnaires, 232 questionnaires were applied directly by the researcher in the Lisbon and Tagus Valley area. After analysis, 6 questionnaires were disregarded for not having been answered in full, and 30 questionnaires were disregarded for apparently having been answered at random.

3. RESULTS AND DISCUSSIONS

The first step was to analyze the socioemotional skills of students attending 7th grade in schools integrated in the Priority Educational Intervention Territories program.

When analyzing the results of the national sample (Table 2), it was observed that the subscale with the highest mean score ($M = 3.64$; $SD = .47$) was Self-esteem, and those with the lowest mean scores were Participating in Class ($M = 3.01$; $SD = .66$) and Responsibility ($M = 3.02$; $SD = .52$). In all subscales the maximum possible value ($Max = 4$) was recorded and there are records of the minimum possible value (i.e., 1) in all subscales except for Empathy.

The average in all subscales is "positive" (values above 3), i.e., on average, the young respondents perceive themselves as competent with regard to the various domains questioned.

Table 2: Descriptive statistics of the various subscales in the national sample

Socioemotional Skills	Minimum	Maximum	Average	Standard deviation
Resilience	1	4	3.27	.46
Learning to Learn	1	4	3.20	.60
Empathy	2	4	3.47	.40
Responsability	1	4	3.02	.52
Cooperation	1	4	3.32	.61
Participating in Class	1	4	3.01	.66
Self-Esteem	1	4	3.64	.47

Next, we analyzed whether the socioemotional competences were related to the gender of the participants (Table 3). When analyzing the descriptive statistical data, it was observed that the mean scores obtained by girls were higher than those obtained by boys in the various subscales. Boys obtained the lowest mean value in Responsibility ($M=2.93$; $SD=.522$), whereas girls perceive themselves as less competent in Participating in Class ($M=3.02$; $SD=.670$).

Table 3: Descriptive statistics of the various subscales by gender

Socioemotional Skills	Minimum	Maximum	Average	Standard deviation
Boys				
Resilience	1	4	3,21	,468
Learning to Learn	1	4	3,09	,619
Empathy	2	4	3,38	,396
Responsability	1	4	2,93	,522
Cooperation	1	4	3,28	,616
Participating in Class	1	4	2,99	,647
Self-Esteem	2	4	3,63	,485
Girls				
Resilience	2	4	3,33	,432
Learning to Learn	1	4	3,31	,547

Empathy	2	4	3,55	,378
Responsability	2	4	3,13	,488
Cooperation	1	4	3,37	,600
Participating in Class	1	4	3,02	,670
Self-Esteem	1	4	3,65	,454

The highest mean result was common to both genders, and quite close (boys $M=3.63$; $SD=.485$; girls 3.65 ; $SD=.545$), in the Self-esteem subscale.

There is a significant correlation between the gender of the participants and the competences studied, excepti for the subscales Cooperation, Participating in Class and Self-esteem, with girls showing higher statistically significant values in the competences Resilience, Learning to Learn, Empathy and Responsibility than boys (Table 4).

Table 4: Relationship between the subscales and participants' gender (correlation and significance level)

Socioemotional Skills	Pearson	Sig. (2-tailed)
Resilience	-,139**	,000
Learning to Learn	-,189**	,000
Empathy	-,209**	,000
Responsability	-,189**	,000
Cooperation	-,070	,071
Participating in Class	-,024	,541
Self-Esteem	-,019	,630

Next, we asked whether the participants' country of origin (nationality) was related to the socioemotional competencies under study. Table 5 shows that Portuguese students obtained higher mean scores in all subscales. Both Portuguese and foreign participants obtained the highest mean values in Self-esteem. The lowest mean scores of Portuguese and foreign students also correspond to the same competencies (Learning to Learn, Participating in Class, and Responsibility), although the order is not the same.

Table 5: Descriptive statistics of the subscales by nationality

Socioemotional Skills	Portuguese N=549		Foreigners N=66	
	A	SD	A	SD
Resilience	3.27	.444	3.20	.548
Learning to Learn	3.23	.579	2.92	.661
Empathy	3.49	.382	3.29	.447
Responsability	3.05	.507	2.83	.546
Cooperation	3.35	.578	3.05	.760
Participating in Class	3.01	.650	2.98	.696
Self-Esteem	3.65	.463	3.58	.469

Statistical analysis indicated that there was a significant negative correlation between the nationality of the participants and the subscales Learning to Learn, Empathy, Responsibility, and Cooperation (Table 6).

Table 6: Relationship between the subscales and nationality (correlation and significance level)

Socioemotional Skills	Pearson	
	Correlation	Sig. (2-tailed)
Resilience	-.050	.204
Learning to Learn	-.160**	.001
Empathy	-.158**	.001
Responsability	-.133**	.001
Cooperation	-.159**	.001
Participating in Class	-.013	.728
Self-Esteem	-.049	.203

In other words, there are significant differences in the way Portuguese and foreign students perceive themselves, with Portuguese students perceiving themselves as more competent than students of other nationalities.

Next, we analyzed whether socioemotional skills are related to the educational attainment of the father and mother. Regarding the father's education, there is a significant correlation between the father's education and the Resilience of the students in the study (Table 7).

Table 7: Relationship between the subscales and the father's educational attainment (correlation and significance level)

Socioemotional Skills	Pearson	
	Correlation	Sig. (2-tailed)
Resilience	,104*	,015
Learning to Learn	,062	,143
Empathy	-,018	,675
Responsability	,038	,371
Cooperation	-,061	,153
Participating in Class	,043	,313
Self-Esteem	-,049	,251

The father's educational attainment is positively correlated with Resilience: more educational attainment is associated with greater resilience (Table 8).

Table 8: Resilience of participants and father's educational attainment

Father's academic qualifications	Resilience	
	Average	Standard Deviation
Elementary school	3,26	,452
High school	3,35	,400
Higher education	3,45	,383

Regarding the mother's educational attainment, their correlation is significant with the subscales Learning to Learn and Responsibility (Table 9).

Table 9: Relationship between the subscales and mother's educational attainment (correlation and significance level)

Socioemotional Skills	Pearson Correlation	Sig. (2-tailed)
Resilience	,066	,117
Learning to Learn	,102*	,014
Empathy	,026	,531
Responsability	,103*	,013
Cooperation	-,018	,672
Participating in Class	,041	,323
Self-Esteem	-,046	,267

Mother's educational attainment is positively correlated with Learning to Learn and Responsibility (Table 10).

Table 10: Learning to Learn and Responsibility of participants and mother's educational attainment

Mother's academic qualifications	Average	Standard Deviation
Learning to Learn		
Elementary school	3,18	,606
High school	3,23	,551
Higher education	3,42	,481
Responsability		
Elementary school	2,98	,516
High school	3,06	,514
Higher education	3,19	,471

Which means that more educational attainment of the mother is associated with greater Responsibility and Learning to Learn competence of the student.

4. DISCUSSION

The first fact drawn from the analysis of the results of the national sample was that students perceived themselves in a positive way in relation to all domains, with Self-esteem standing out with the highest mean value. The participants are mostly in early adolescence, a key period for identity construction (Erikson, 1976), in which several domains contribute to overall self-esteem, such as the relationship with peers (Muuss, 1996) or academic performance (Santana Vega, 2015). In the construction process of the Socio-emotional Skills Questionnaire, the items related to peer relationships (Most of my classmates like me), body self-image (I like to look at myself in the mirror) and academic dimension (My teachers consider me a good student), which could possibly affect the overall value of the Self-esteem subscale, were excluded.

On the other hand, Class Participation and Responsibility were the areas in which participants considered themselves the least competent. These two competencies refer to active civic participation in school and community life, either as an active learning strategy in the classroom or as effective participation in the community. It seems to us that this less positive self-perception regarding students' school involvement may be related to two issues. Firstly, Responsibility, in which all respondents perceive themselves as less competent, is a domain that refers to behaviors of concern for the common good and civic participation. TEIP schools are in disadvantaged socio-economic contexts and with a high number of migrants, where the mobility of the resident population is frequent. A vulnerable environment and high population mobility may affect the sense of belonging to the community, which in turn may translate into reduced levels of involvement and participation. The second issue is related to the fact that the school involvement of students is related to academic success. Now, one of the challenges of TEIP schools is precisely the fight against school failure, from which it can be inferred that participants attending schools with a history of poor academic success tend to participate less in class.

The differences between boys and girls were also statistically significant, with girls reporting higher levels than boys in the various socioemotional skills. Both boys and girls perceived themselves to have high self-esteem; however, while boys had lower mean scores in Responsibility, girls had lower mean scores in Participating in Class. There was a significant correlation between the gender of the participants and the competences studied, except for the subscales Cooperation, Participating in Class and Self-esteem, with girls showing statistically significant higher values than boys in Resilience, Learning to Learn, Empathy and Responsibility. These observations are supported by the description of the Organization for Economic Co-operation and Development study, which showed that girls show higher levels of motivation to study, empathy and responsibility than boys (Organisation for Economic Co-operation and Development, 2021). This difference may be due to cultural issues, with girls tending to be socially valued when they display caring behaviors and school involvement, behaviors that seem to be less valued when displayed by boys.

There were also differences in the way participants of different nationalities perceived themselves with regard to socioemotional skills. Portuguese students, as a whole, perceived

themselves as more competent than foreign students in all the domains analyzed (statistically significant correlation). The exception is in Self-esteem, where both Portuguese and foreign students perceived it as the highest competence. It should be noted that the lowest average scores for Portuguese students were observed in Participating in Class, and for foreign students in Responsibility and Learning to Learn. These data seem to reflect the difficulties experienced by immigrant students in school and community involvement on the one hand, and in the learning process on the other. Portuguese students, on the other hand, consider that they are not very involved in class.

The academic qualifications of the father and mother and some socioemotional skills in the sample under study found a significant correlation. More specifically, regarding the father's academic qualifications, a positive correlation was observed with Resilience: more academic qualifications of the father are associated with greater resilience in students. On the other hand, the mother's education was positively correlated with Learning to Learn and Responsibility: more education of the mother is associated with higher Responsibility and Learning to Learn competence of the students. We can then conclude that the mother's and father's academic level is a protective factor in the schooling path of their children.

5. CONCLUSIONS

This study sought to analyze the characterization of the socioemotional skills of students attending the 7th grade at schools covered by the Priority Intervention Educational Territories program.

The results suggest that in general students have a positive self-perception about the skills under study, particularly in self-esteem. Differences were observed in socioemotional skills according to gender (girls were perceived as more competent than boys) and nationality (students of Portuguese nationality considered themselves more competent than those of foreign nationality) of the students. There was also a correlation between the mother's and father's education and the students' socioemotional skills, being directly proportional: the higher the parents' education, the higher the self-perception of competence.

This study brought some relevant data on how young people from vulnerable contexts perceive themselves and some indicators to which we should pay more attention in order to intervene for an increasingly inclusive school.

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COMO CITAR ESTE ARTIGO:

Vilarinho, S., & Carvalho, C. (2023). INCLUSION AND DIVERSITY: A LOOK AT PORTUGUESE SCHOOLS. HOLOS, 2(39). Recuperado de <https://www2.ifrn.edu.br/ojs/index.php/HOLOS/article/view/15174>

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Editora Responsável: Francinaide de Lima Silva Nascimento

Pareceristas Ad Hoc: Olívia Morais de Medeiros Neta e José Mateus do Nascimento



Submetido 14 de abril de 2022

Aceito: 09 de setembro de 2022

Publicado: 1 de abril de 2023

