



UNIVERSIDADE CATÓLICA PORTUGUESA

EDUCATION AS A KEY FACTOR TO END POVERTY AMONG YOUTH IN PORTUGAL: ANALYSIS OF THE PERCEIVED RESOURCES PORTUGUESE SCHOOLS HAVE

Dissertation submitted to Universidade Católica Portuguesa to
obtain a Master's degree in Psychology in Business and Economics

By

Samuel Salvador

Faculty of Human Sciences

September 2021



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“Todo o objetivo da nossa vida deve ser, quando acabássemos, as pessoas dizerem: morreu um poema.”

Agostinho da Silva

“The whole purpose of our life should be, when we're done, for people to say: a poem has died.”

Agostinho da Silva

Abstract

The purpose of this dissertation was to evaluate the perceived conditions Portuguese schools have on the combat of poverty and to furtherly provide insightful suggestions. The dissertation starts by offering a new, comprehensive conceptualization of poverty, with a focus on the psychological, physiological and social aspects of what it means to be poor.

A set of two studies were conducted. One is dedicated to teaching staff, non-teaching staff and other school employees from schools inserted in the “*Programa Territórios Educativos de Intervenção Prioritária*” (TEIP Programme), and the other is destined to parents with school-age children/teenagers from the same schools as the first study. Two questionnaires were created, one for each study. Both questionnaires included quantitative and qualitative data.

Results suggest that Portuguese schools, to some degree, are conscious of the already existent resources created to combat poverty and do offer some of them, even if their quality is not perceived as being on the desired level. There is a sense that schools try and make efforts. Those efforts are, however, viewed as insufficient, which does not mean respondents perceive the schools as being the responsible parties. Other reasons, such as lack of funding, might play a role. Furthermore, the respondents had multiple suggestions that were put into nine different sections. These suggestions serve as guidelines for schools to take into account and consider according to their specific needs.

Some limitations to the study were identified. However, it is believed that this study was able to give new insights to the literature namely by a) providing a new conceptualization of poverty for the youth, b) evaluating how the Portuguese schools are prepared to eradicate poverty, and c) providing concrete suggestions for schools to consider when trying to end poverty and to make schools a better place for the good development of their students.

Keywords: Poverty; Youth Poverty; Education; School; Portuguese Context.

Resumo

O objetivo desta dissertação foi o de avaliar as condições percebidas das escolas portuguesas no combate à pobreza, bem como fornecer sugestões relevantes. A dissertação começa por oferecer uma nova e abrangente conceptualização da pobreza, com enfoque nos aspetos psicológicos, fisiológicos e sociais do que significa ser pobre.

Foi realizado um conjunto de dois estudos. Um deles dedicado ao pessoal docente, não docente e outros funcionários de escolas inseridas no "Programa Territórios Educativos de Intervenção Prioritária" (Programa TEIP), e o outro destinado aos pais de jovens em idade escolar das mesmas escolas do primeiro estudo. Foram criados dois questionários, um para cada estudo. Ambos os questionários incluíram dados quantitativos e qualitativos.

Os resultados sugerem que as escolas portuguesas, em certa medida, estão conscientes dos recursos já existentes criados para combater a pobreza e oferecem alguns deles, mesmo que a sua qualidade não seja entendida como estando no nível desejado. Há uma sensação de que as escolas tentam e fazem esforços. Esses esforços são, contudo, vistos como insuficientes, o que não significa que os inquiridos considerem as escolas como sendo as partes responsáveis. Outras razões, como a falta de financiamento, podem ter um papel a desempenhar. Além disso, os inquiridos indicaram múltiplas sugestões que foram colocadas em nove diferentes secções. Estas sugestões servem como orientações para as escolas terem em conta e para considerarem de acordo com as suas necessidades específicas.

Foram identificadas algumas limitações ao estudo. No entanto, acredita-se que este estudo foi capaz de dar novas perspetivas à literatura, nomeadamente a) fornecendo uma nova conceptualização da pobreza jovem, b) avaliando como as escolas portuguesas estão preparadas para erradicar a pobreza, e c) fornecendo sugestões concretas para as escolas considerarem ao tentarem erradicar a pobreza e fazer destas um lugar melhor para o bom desenvolvimento dos seus alunos.

Palavras-Chave: Pobreza; Pobreza Jovem; Educação; Escola; Contexto Português.

Acknowledgements

First and foremost, I want to thank my parents for always encouraging me to keep studying and to continuing my academic path. Thank you, mom and dad, for that and for always allowing me to do and be whatever I wanted to do and be, without any kind of hindrance. Lastly, thank you for financially supporting my studies.

I would also like to thank my supervisor, Professor Maria Francisca Saldanha, for being my personal guide throughout the unfamiliar path that was thinking, conceptualizing, analysing and writing a dissertation. Your always caring and supportive assistance was never unnoticed, and for that, I thank you as well.

Thank you to my Master's colleagues and friends Mariana Bandeira, Duarte Castelo Branco, Diogo Sotto-Mayor, and especially Inês Cruz, for always helping me with specific questions that I had throughout the dissertation.

Lastly, I would like to thank all my friends that have always been enthusiastic and supportive of my work and to all my friends that have read the dissertation to give me some feedback, with special emphasis on my dear friends Ana Santos, Milene Marques, Joaquim Silva, Manuel Aranha, Cláudia Pereira and Pedro Ferreira.

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1. Introduction

1.1. Poverty around the globe

The United Nation's 2030 Agenda for Sustainable Development was launched in 2015 with the purpose of developing a world of peace, prosperity, equality of opportunities and being environmentally sustainable. For that to happen, 17 goals were created for governments, other kinds of institutions, and even individuals to follow. From the 17, the first and major goal is to “eradicate poverty in all its forms and dimensions, including extreme poverty” (United Nations, 2020). This is, according to the United Nations (UN), the greatest global challenge the world has to face for sustainable development. Indeed, 8,2% of the world's population still lives with less than 1,90\$ per day (United Nations, 2020). The numbers have been decreasing, however, due to the COVID-19 pandemic, there is an expected rise in global poverty for the first time since 1998.

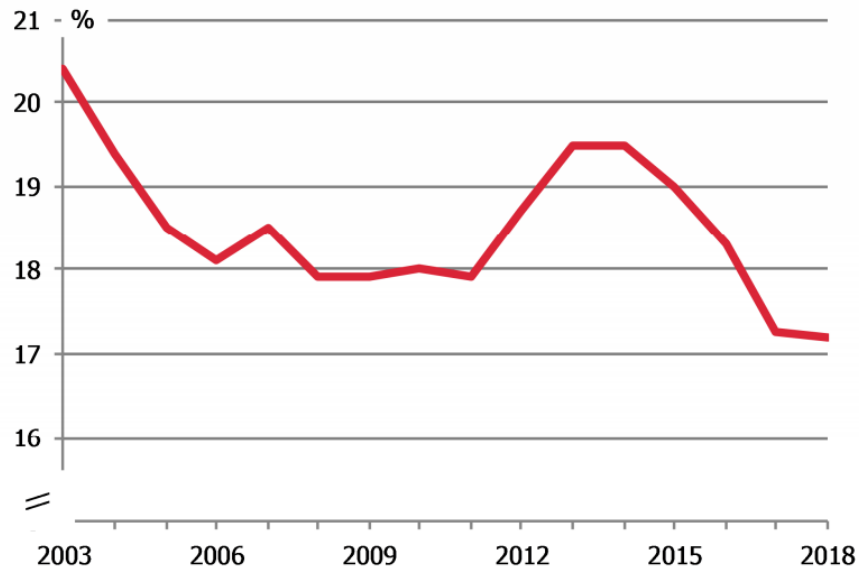
The youth appears to be particularly affected by poverty. For example, among the 8,2% living in extreme poverty mentioned above, the youth is the most represented group (with a total of 12,8%). Furthermore, according to the 2017 UNICEF's report “A World Free from Child Poverty”, in developing countries, children represent a third of the population and make up to 50% of the population in poverty status, meaning a total of 385 million children. Nevertheless, child poverty is also an issue in richer countries. Across the OECD (Organisation for Economic Co-operation and Development) countries, 30 million children are estimated to be in a condition of poverty. This is the same as saying that one child out of every eight, in these countries, is poor (UNICEF, 2017).

1.2. Poverty in Portugal

According to INE's (Instituto Nacional de Estatística) latest data (2019), in 2018, 17,2% of the Portuguese population was at risk of poverty after income redistribution (calculated with only the individual's income), as shown below in Figure 1. This value represents a total of 1,8 million Portuguese, being the youth (0-17 years old) those with a higher risk of poverty since they do not have income and are dependent on others (thus representing 18,5% of all the population that is in risk of poverty). The data also shows that the risk of poverty for youth is particularly problematic, not only in single parenthood

families (33,9%), but also in families in which two adults are responsible for three or more dependent children (30,2%) (INE, 2019).

Figure 1. Percentage of the Portuguese population at risk of poverty after income redistribution, 2003-2018
(Source: INE, 2019)



Moreover, if there were no social transfers, 43,4% of the Portuguese population would be at risk of poverty. Although the numbers have been constantly declining, there is still a significant gap to combat. In fact, from 2017 to 2018, the decrease was only 0,1%, moving from 17,3% to 17,2%, a result that is not very expressive (INE, 2019).

When exploring the concept of poverty slightly further, it is frequently measured not only through the use of the indicator for risk of poverty after income redistribution, but also through (1) the indicator for severe material deprivation, and (2) labour intensity *per capita*. This results in the risk of poverty or social exclusion indicator, used both at national and European levels when measuring poverty. INE (2019) has calculated that, in Portugal, 21,6% of the population were at risk of poverty or social exclusion in 2018. This value represents a total of around 2,2 million people. With these values, Portugal is nearly in the EU's average (21,7%), being in 16th place, out of 27 countries (Jornal Público, 2019). Lastly, and regarding the briefly mentioned material deprivation indicator, in Portugal, 15,1% of the population

suffers from material deprivation¹. The following are the most common forms of material deprivations among the Portuguese: 40% is unable to afford one week holiday a year away from home, 33% is unable to ensure immediate payment of an expense without recourse to borrowing, and 18,9% is unable to keep the house adequately heated (INE, 2019).

Additionally, it is relevant to denote that longitudinal studies could also be important to understand the reality of poverty from a perspective that static data cannot cover. For instance, Perista and Baptista (2012) analysed data on poverty in Portugal, from 1995 to 2000, and concluded that, during the six years considered in the study, 46% of the population has passed through poverty in, at least, one of the six years. Also, it was concluded that 6,5% of the population went through poverty during all six years. This data indicates that poverty has a dynamic nature, meaning that static data could, perhaps, fail on having a full understanding of the dimension poverty in reality has.

1.3. Youth Poverty and Education

As aforementioned, the youth are the demographic group most vulnerable to poverty. Besides the statistics, it is imperative to tackle youth poverty for at least two main reasons. First, every child has a right to a worthy standard of living, with quality access to health, education, nutrition, nurturance, and protection. That was what was concluded and signed on the United Nations Convention on the Rights of the Child (UNCRC), in 1989 in New York City, USA. It is a violation of the child's rights that a child does not grow with this standard of living. Second, experiencing poverty in the early stages of life can have "devastating and lifelong effects" (UNICEF, 2017; p. 25) namely at a physical, cognitive, and social level. Thus, not providing the youth with the proper conditions to prosper implies damaging consequences not only for individuals themselves but also for our future societies (Duyme *et al.*, 1999; Kiernan & Mensah, 2011; UNICEF, 2017).

In sum, fighting towards the eradication of youth poverty is critical since: (1) the youth is the most overrepresented group in poverty and at risk of poverty; (2) youth poverty is a

¹ The material deprivation indicator was constructed by INE with nine types of deprivation identified. For an individual to be considered material deprived, he/she must suffer from, at least, three out of the nine types of material deprivations.

violation of children's rights; and (3) youth poverty is long-term damaging for the youth when growing up into adults, for the next generations and future societies (UNICEF, 2017).

Having that established, it is now indispensable to understand how youth poverty can be tackled. At a societal level, there are three main stages where poverty can be battled (Durlauf, 2011). The first, and, perhaps, the most evident one, is the distribution of income. Income is the most traditional form of evaluating and measuring poverty; and having a job and receiving income is vital for an individual (or household) to avoid poverty. Nonetheless, there is also a considerable percentage of poor people that has a job (Perista & Baptista, 2012). The second stage is the redistribution of income. As above stated, 43,4% of the Portuguese population would be at risk of poverty if no social transfers were performed by the government. The redistribution policies the governments perform are crucial in the combat of poverty (Perista & Baptista, 2012). The third stage is education. This stage could seem to be counter-intuitive at first glance, since poverty is usually associated with the lack of tangible resources (e.g., income, shelter, food, etc.). However, it is a crucial lever in combating poverty, both in the short-term and long-term, and that is what is so fascinating about contributing to end poverty through Education. First, it is a short-term solution since education can actively help kids and teenagers that are today facing the risk of poverty, by providing them tangible resources. Second, it is a long-term solution in the sense that, by helping the youth to further pursue their school education and preventing early dropout, they will be less likely to have a precarious job and to be poor. In that sense, schools have the capability of providing kids and teenagers with tools to prosper. In Portugal, one out of four individuals with only the ninth grade is poor (Diário de Notícias, 2019). There is a strong relationship between school success and poorness and so, it is important to ensure the youth the right conditions for their success. Moreover, they will be more likely to break a negative cycle of poverty that often occurs across generations of poor families (Grilo, 2013; Haushofer & Fehr, 2014; Kiernan & Mensah, 2011; Lewis, 1968; Perista, & Baptista, 2012;).

1.4. Goals to achieve with the dissertation

All things considered, and being the significant importance and relevance of the topic already established, the question that follows is: how can this dissertation contribute to tackling the problem of youth poverty?

First of all, being poverty such a complex and multidimensional challenge, this dissertation must have a major focus to work on, otherwise, it will be fruitless. Taking that into consideration, this dissertation will focus on the issue of poverty among Portuguese youth, and how to combat it via education. So, the challenge of poverty will be narrowed, in this dissertation, to the Portuguese context, studying the youth in particular, and the data collected, and the solutions proposed will be explored in the realm of Education.

The way this dissertation intends to add value, in the first place, is by addressing the problem of poverty from a different perspective than what is frequently addressed in Portugal. In Portugal, the core forms of poverty measurement have their focus on tangible resources (or lack of them)². On the contrary, this dissertation has its focus on the physiological, psychological, and social side of poverty, by trying to explain what truly means to be poor in its essence. Secondly, this dissertation intends to link the concepts of poverty and education, with education viewed as an effective way to eradicate poverty. This is something that is hardly explored in Portugal, especially by governmental authorities (although the link between social exclusion and education has been taken seriously by governmental institutions). Lastly, this dissertation intends to use the new and more comprehensive approach to poverty to further explore new methods and ideas that could be implemented in the Portuguese Educational system, with the goal of ending youth poverty and, consequently, poverty overall.

With that being said, this dissertation aims to analyse and better understand the perceived conditions Portuguese schools have in order to face youth poverty, considering this physiological, psychological, and social approach. The schools to analyse will be the ones included in the TEIP Programme³, being these the ones identified by the Portuguese Government as with the most needs. After analysing the perceived conditions schools have, some potential solutions will be discussed. So, this dissertation has a governmental focus, in

² To explore in more detail in Chapter 2: Literature Review.

³ The TEIP Programme (“*Programa Territórios Educativos de Intervenção Prioritária*”; in English meaning “Educational Priority Intervention Territories Programme”) is a governmental initiative for “schools located in economically and socially disadvantaged territories, marked by poverty and social exclusion, where violence, indiscipline, abandonment and school failure are most evident”. It has as main objectives to combat early dropout and absenteeism, the reduction of indiscipline and finally, the promotion of educational success. It currently includes 136 schools / groups of schools (TEIP | Direção-Geral da Educação, 2021).

the sense that it aims to provide more knowledge and potential solutions for the Portuguese schools, and to the multiple institutional bodies.

The dissertation will be organized as follows. The present chapter constituted the “Introduction”, in which it was performed an explanation of a) the challenge of poverty around the globe, b) poverty in Portugal, c) the relation between youth poverty and education, and finally the d) goals to achieve with the dissertation. The second chapter is dedicated to “Literature Review”, including a) the concept of poverty, b) the impact of psychological, physiological, and social poorness on youth, and c) the role of education in eradicating youth poverty. The third chapter is the “Methodology”, including a) an ethics statement, b) participants, c) the design, and d) measures and procedure. The fourth chapter is “Results and Findings”, and it will include the results and findings of both a) Study 1: Questionnaire for school’s staff, and b) Study 2: Questionnaire for parents. The fifth chapter will be dedicated to the “Discussion”, which will include two sections: a) The state of the Portuguese schools, and b) Guidelines for schools: main suggestions gathered from respondents. Right after, the sixth chapter will be dedicated to the “Limitations”. Last but not least, the “Conclusion” is the seventh chapter.

2. Literature Review

2.1. Understanding the concept of poverty

To investigate this question, it is primarily crucial to critically understand what poverty actually is. Both the scientific literature, as well as governments, other key institutions, and societies define poverty in a multitude of ways.

First, it is relevant to identify and clarify another concept commonly associated in the literature with the notion of poverty and that may be used as a synonym of it a couple of times, which is the concept of “deprivation” (Veit-Wilson, 1987). According to the Merriam-Webster Dictionary, deprivation is “the state of being kept from possessing, enjoying, or using something”. The scientific literature seems to agree with this definition. In fact, Veit-Wilson (1987) describes it similarly as “not having tangible or intangible resources or experiences which are conventionally desired, expected or prescribed in the society or social context in question.” (p. 185). Saunders and Naidoo (2009) similarly described it as the condition where “people cannot afford items that are widely regarded as essential” (p. 430). Taken together, deprivation is simply a reflection of the lack of tangible or intangible resources. Thus, one can be temporarily deprived of some desired resource without being considered poor (Alkire *et al.*, 2015). Poverty, as will be explored next, is a concept that goes beyond deprivation. With that being said, where there is poverty, there must be already a condition of deprivation, but the opposite is not necessarily true. Having established that, the focus will be now centred on poverty.

2.1.1. *The lack of tangible resources*

Primarily, governments and other political institutions tend to analyse poverty through a merely economical spectrum, with a great emphasis on income, which is the major instrument for measuring poverty. The same is to say that the unidimensional factor of income (including multiple sources of income such as labour income, rental income, interest income, family allowances, etc.) is often the basis for measuring poverty (Alkire *et al.*, 2015). Political institutions tend to majorly describe poverty as a lack of tangible resources, or putting it in other terms, poverty is often seen as a material deprivation of some sort, which leads to specific antipoverty policies, namely the above-mentioned redistribution

policies (Bowles, 2011; Harrison, 2006). By extension, also the common definition of poverty, used by societies, in general, would be intrinsically related to the objective lack of wealth with which to buy needed resources (Perista & Baptista, 2012; Veit-Wilson, 1987).

Regarding this approach to poverty, a common approach includes the calculation of a threshold typically labelled poverty line. An individual (or household) is identified as “poor” if its income lies below the poverty line (Bourguignon & Chakravarty, 2019). Moreover, in 1976, Sen⁴ successfully conceptualized a novel mathematical way of measuring poverty, having income as its basis, creating the poverty gap, and developing an axiom to measure poverty. This academic paper has been a solid foundation for the unidimensional assessment of poverty, and it has been replicated by multiple researchers (Alkire *et al.*, 2015). Hence, unidimensional instruments of measuring poverty have served as a solid starting point and used throughout the decades of academic research.

These unidimensional instruments are valuable, since the aspect that stands out the most regarding poverty is related to what is tangible, that is, the lack of resources (Perista & Baptista, 2012). So, income is not only a solid foundation for measuring poverty, but also a crucial one. However, if governments solely focus on the income aspect of what it means to be poor, they will combat it especially with redistribution policies and financial support programmes that, although undeniably crucial on the battle against poverty (Bowles, 2011), are insufficient. Poverty is not a static and absolute phenomenon (Perista & Baptista, 2010) and so, it should exist acceptance on the social relativism of it (Veit-Wilson, 1987), since, for instance, an individual considered poor in a developed country is different from an individual considered poor in a non-developed country. Indeed, when assessing poverty solely on these terms, other crucial factors such as psychological, physiological, and social types of deprivation may be forgotten, making it so that poverty is not analysed in its full spectrum (Veit-Wilson, 1987). Moreover, the literature seems to be consensual on the fact that poverty is, in fact, a multidimensional phenomenon (Bourguignon & Chakravarty, 2019; Perista & Baptista, 2012; Veit-Wilson, 1987).

⁴ Nobel Prize winner in Economic Sciences in 1998 due to his contributions to Social Choice, Welfare Distributions, and Poverty (*in* The Nobel Prize, n.d.).

2.1.2. The lack of psychological, physiological, and social resources

As mentioned above, poverty is a more complex phenomenon than simply a lack of tangible resources. According to Perista and Baptista (2012), a poor individual is affected in various areas of his/her intrinsic being: in his/her feelings, will, habits, behaviours and, consequently, in his/her relations with other people, with the world and in the exercise of his/her “citizenship, in the fulfilment of his duties and the enjoyment of their rights” (p. 154). That is, poverty also involves “psychological, social, cultural and spiritual” conditions (Perista & Baptista, 2012; p. 154). Veit-Wilson (1987) describes poverty as a condition of deprivation caused by the circumstances of “powerlessness in the social, economic or political systems”, building that way an extremely complex concept. These situations of powerlessness can also lead (and be connected) to the lack of other types of resources, namely psychological, physiological, and social resources (Lacour & Tissington, 2011). These other resources that remain lacking to poor individuals are the ones that will be henceforward further explored in this dissertation. To summarise in a quote the fact that poverty goes beyond the lack of financial resources⁵, Labbens (1969) (*cit. in* Perista & Baptista, 2012) describes poverty the following way:

“A poor man is not a rich man with less money; he is another man. The differences between one and the other are not only related to income. They also concern education, social relations, in short, to all areas of social life: being rich and being poor are two lifestyles.” (p. 156).

Although there is not a consensual approach on how to examine and define the concept of poverty, namely when it comes to the lack of psychological, physiological, and social resources, the scientific literature undeniably debates, discusses, and theorises around these same resources, clearly identifying them as crucial to understand, combat and end poverty once and for all, in a holistic view (Bertrand *et al.*, 2004; Lacour & Tissington, 2011; Mani *et al.*, 2013; Perista & Baptista, 2012; Shah *et al.*, 2012; Veit-Wilson, 1987).

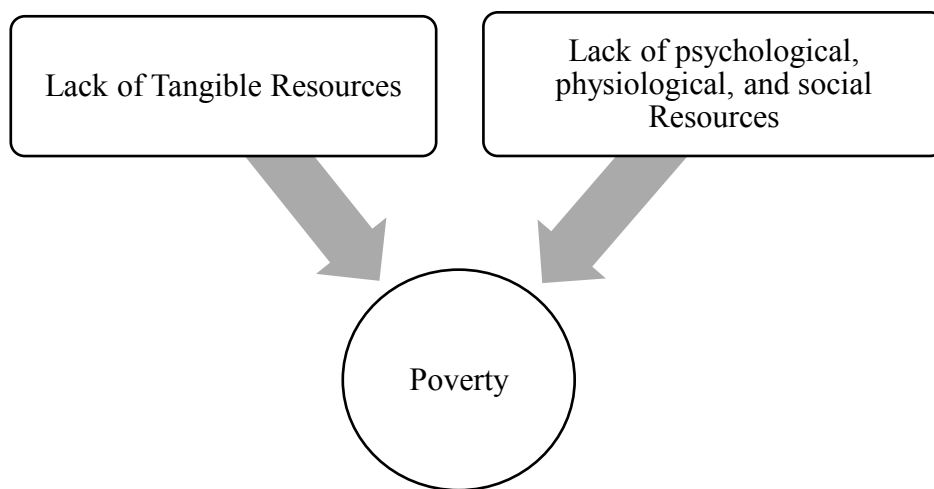
Taken together, it should be said that, in order to effectively tackle poverty, this phenomenon should be measured according to both (1) economic indicators and (2) non-economic indicators (Bourguignon & Chakravarty, 2019). Only that way poverty can be truly eradicated. However, and due to the fact that governments and public institutions have

⁵ Throughout this dissertation, the following concepts – “financial resources”, “economic resources”, “tangible resources” and “material resources” – are considered synonymous. These refer to the foundation of poverty conceptualization, where a unidimensional approach is applied.

been vigorously focusing on economic indicators, this dissertation focuses on the non-economic indicators, to then provide new pertinent insights to the Portuguese society.

Therefore, when accessing poverty as a multidimensional phenomenon, two branches must be identified. The first one is identified as a lack of tangible resources. This includes the already mentioned economical view of poverty, mainly characterized by an overall financial and material deprivation. The second branch (to focus on from now onwards) is identified as the lack of psychological, physiological, and social resources.

Figure 2. Foundational framework of Poverty



Having said that, there is a variety of studies identifying different levels and forms of these scarcities. Bertrand *et al.* (2004), for instance, suggest a factor associated with poverty that is bad decision making (or attentional neglect). This happens due to narrow margins of error the poor have when managing their finances, their time, and their overall life. Thus, a simple miscalculation can lead to greater problems, and the same is not true for financially stable individuals. (Bertrand *et al.*, 2004; Mani *et al.*, 2013). In that sense, people focus their attention on what is scarcer, neglecting other problems and, overall, having a worse decision-making process (Haushofer & Fehr, 2014; Shah *et al.*, 2012). A poor individual may focus on the most present and urgent needs, neglecting other future necessities. Mani *et al.* (2013) went even further and concluded that all the present preoccupations the poor have, and their bad decision making, has as consequence a reduction in cognitive capacity. In a sense, it is suggested that the poor are less capable not because of their specific and intrinsic traits but due to the condition they find themselves in. This has several consequences in an individual's

daily life, namely by being less productive workers, less attentive parents, worse managers of their own finances, etc. (Mani *et al.*, 2013).

2.2. The impact of psychological, physiological, and social poorness on youth

If poverty itself is a devastating phenomenon to be experienced by adults, it becomes an even more serious problem when experienced in early life. This is because youth poverty becomes a serious problem at two levels, being the first the fact that kids suffer the impacts of poverty more vividly and more severely, and the second the fact that this lack of normal development will have consequences for the future individuals and the future societies. In a sense, some environmental factors experienced during poverty diminish the potential of young individuals, damaging their normal psychological, physiological, and social development (Diogo, 2013; Duyme *et al.*, 1999; Grilo, 2013; Kiernan & Mensah, 2011; Lacour & Tissington, 2011; UNICEF, 2017).

2.2.1. Five factors associated with the lack of psychological, physiological, and social resources

2.2.1.1. Stressful environment

The literature suggests that poverty is associated with stress (Haushofer & Fehr, 2014; Maile, 2009), changing people's behaviours and preferences (Haushofer & Fehr, 2014). In early life, this stress factor seems to affect the normal development of the brain (Hair *et al.*, 2015), thus having dangerous consequences for youth's physical, cognitive and social development. To add to this, youth under stress does not perform well at school, *i.e.*, is more prone to fail at it (Ball, 2016).

2.2.1.2. Lack of parental nurturance

Parenting is a vital component when addressing children's normal development, especially when in a condition of poverty. Research by Kiernan and Mensah (2011) seems to suggest the positive parenting may, at some level, compensate for the negative effects of

poverty. The data of this same study indicated that children in persistent poverty together with a lower level of parenting would result in a 19% chance of good academic success. Alternatively, children in persistent poverty but together with a higher level of parenting would result in a 58% chance of good academic success, which is a positive and significant difference. All in all, continuously active and engaging parenting has major benefits to a child's development (Gutman & Feinstein, 2008; Locke & Prinz, 2002). On the other hand, if there is a lack of parental nurturance during early life, that will affect the normal development of the brain (Hair *et al.*, 2015), thus having serious consequences for youth's physical, cognitive and social development.

2.2.1.3. Lack of environmental stimulation

Environmental stimulation is a crucial factor regarding a child's development. In fact, the literature suggests that, when parents are able to provide a stimulating home environment, as well as outside activities, that has great positive effects on their children's social, psychological and physiological development (Bradley & Corwyn, 2005; Gutman & Feinstein, 2008). On the other hand, if there is a lack of environmental stimulation during early life, that will affect the normal development of the brain (Hair *et al.*, 2015), thus having significant consequences for youth's physical, cognitive and social development.

2.2.1.4. Poor nutrition and health

Good nutrition and access to health are central for youth's physical, cognitive and social development (Micklewright, 1999; Veit-Wilson, 1987). Moreover, even in a well-nourished population (*i.e.*, in richer countries), various works suggest that good nutrition can actively affect and improve cognitive performance (Currie, 2009; Micklewright, 1999). All in all, good nutrition and health are essential to "rise above poverty" (p. 3) (Thomas *et al.*, 2001).

2.2.1.5. Inequalities or relative poverty

Another relevant aspect to enumerate, present in the 2017 UNICEF's report "A World Free from Child Poverty" is relative poverty. Relative poverty is intrinsically related to the concept of inequality, and it is a factor to pay attention especially in wealthier countries (such as Portugal). This is because it is in these more developed countries that there are more frequent and more visible disparities between the common citizens. Having a lower standard of living in areas such as education, health and nutrition compared to their peers, will consequently, limit the poor citizen's future life chances. This creates a certain level of social exclusion, a concept intrinsically directed with poverty. In fact, the scientific literature defends that there is no poverty without social exclusion (Bastos, 2013; Perista & Baptista, 2012), since a poor individual is in a weakened position, regarding his/her relationship with social structures, namely the health system, political participation, the market of goods and services and even social bonds regarding friends and local communities (Bruto da Costa, 1998, *cit. in* Perista & Baptista, 2012). Furthermore, a condition of social exclusion in children has not only consequences in the short term but also consequences in the medium and long term, perpetuating a cycle of poverty (Bastos, 2013).

2.3. The role of Education in eradicating youth poverty

Research suggests that the educational level one reaches is negatively related to poverty, meaning that the greater the number of years of formal education the smaller the probability an individual has of being in poverty – thus, lack of good education is one of the major factors of the perpetuation of poverty (Diogo, 2013; Perista & Baptista, 2010). Additionally, it is well-established that the youth living in poverty have lower overall academic success (Lacour & Tissington, 2011), and that that pattern persists throughout adulthood, commonly resulting in lower wages and income (Hair *et al.*, 2015). Furthermore, education, according to Sen (1999) is able to contribute to development in three ways: a) directly, due to its relevance on well-being and freedom of people; b) indirectly, by inciting social change; and c) indirectly, by influencing economic production.

With all that considered, the educational system assumes a vital pillar in the combat of poverty, namely by striving for a respectable school environment, meaningful curriculums

and attentive and organized teachers and staff (Lacour & Tissington, 2011). So, schools should have the responsibility to give the necessary conditions to success, namely to the poor (Bowles, 2011; Lacour & Tissington, 2011; Melin, 2002; Perista & Baptista, 2010).

In summary, we argue that both branches of poverty – the lack of tangible resources and the lack of psychological, physiological, and social resources ⁶ – should be equally and vigorously tackled, in order to effectively end poverty and therefore, create a happier and better society. For that very reason, the focus of this dissertation will be on the psychological, physiological, and social aspect of what it means to be poor, since this branch of poverty is the least explored one at an institutional level in Portugal, and finally, on how education can combat that challenging problem.

As a last note, to combat poverty through the psychological, physiological, and social side without the combat through the other branch of poverty – tangible resources – is not enough. Both branches should be taken seriously by governmental institutions with the aim of effectively eradicating poverty. Once again, the goal of this dissertation is to add knowledge, insights and, possibly, some solutions, regarding one branch of poverty, but without ever forgetting the importance the two branches have in solving this fundamental issue.

⁶ Framework explored and identified on Figure 2 (p. 10).

3. Methodology

In order to understand the perceived conditions the Portuguese schools that belong to the TEIP Programme have on the combat of poverty, namely through the five factors identified (Stressful environment; Lack of nurturance; Lack of environmental stimulation; Poor nutrition and health; Inequalities or relative poverty), two surveys were conducted. One was destined to the teaching staff, non-teaching staff and other school employees. The other one was destined to parents with school-age children/teenagers. The goal of the two studies was to respond to the following questions:

- a) How prepared are the Portuguese schools inserted in the TEIP Programme to face, tackle and eradicate youth poverty?
- b) What resources are perceived as crucial for Portuguese schools to face, tackle and eradicate youth poverty?
- c) What can Portuguese schools do schools to face, tackle and eradicate youth poverty?

3.1. Ethics Statement

Regarding the confidentiality and anonymity of the questionnaire, all information gathered was confidential, not asking the respondents to provide their name, email address, or another form of clear identification. Furthermore, the access to the data was limited to the research team and for this research only. Finally, the results were analyzed in an aggregated way. The respondents were able to leave the questionnaire at any time, being the data used only if the respondents went through the whole questionnaire (*i.e.*, we assumed that participants who have left the questionnaire were exercising their right to withdraw from the sample). Participants were given the researchers contact information in case they had questions, concerns, or experienced adverse reactions from participating in the study – no participants have done so.

3.2. Participants

The data collection, undertaken in Portugal, involved numerous schools and school's stakeholders inserted in the TEIP Programme. The data was gathered from twenty-three different schools, on a grand total of 146 respondents ($n = 146$). The data was gathered via two different questionnaires – Study 1 and Study 2.

3.2.1. Study 1: Questionnaire for school's staff

The questionnaire destined to the teaching staff, non-teaching staff and other school employees from schools inserted in the TEIP Programme had a total of 110 finished and valid responses ($n = 110$), on a grand total of 214 responses gathered.

As shown in Table 3 of [Appendix A](#), the sample gathered had school staff predominantly aged between 35 and 54 years old (60,9%; $n = 67$). The vast majority of the individuals were female, representing a total of 84,5% of the sample ($n = 93$). It was gathered data from all five regions of Portugal by NUTS II⁷ (excluding the islands – Madeira and Azores). The “North” was the region with more responses, contributing to a total of 44,5% of the responses ($n = 49$). The “Centre” region had 10% of the responses ($n = 11$). The “Metropolitan Area of Lisbon” agglomerated 20% of the answers ($n = 22$). In the south of the country, the “Alentejo” area had a total of 9,1% of the responses ($n = 19$) whereas the “Algarve” region had 16,4% ($n = 18$). The collected sample had 40,7% of the responses from schools which lecture the 1st cycle of basic education ($n = 44$), 54,6% from schools which lecture the 2nd cycle of basic education ($n = 59$), 73,2% from schools which lecture the 3rd cycle of basic education ($n = 79$), and 41,7% from schools which lecture the secondary education ($n = 45$). Important to denote that each same school usually can lecture more than one educational cycle⁸. The vast majority of the respondents were professors (78,2%; $n = 93$).

⁷ NUTS is an acronym, and it means “Nomenclature of territorial units for statistical purposes”. The nomenclature is subdivided into 3 levels: NUTS I, NUTS II, NUTS III.

⁸ In Portugal, the education system mainly comprehends a) pre-school education; b) basic education; c) secondary education; and d) higher education. Basic education includes three formative cycles: 1st formative cycle (from 1st to 4th grade; 2nd formative cycle (5th and 6th grade); and 3rd formative cycle (from 7th to 9th grade). Secondary education goes from 10th to 12th grade.

3.2.2. Study 2: Questionnaire for parents

The questionnaire destined to parents with school-age children/teenagers in schools inserted in the TEIP Programme had a total of 36 finished and valid responses ($n = 36$), on a grand total of 56 responses gathered.

As shown in Table 4 of [Appendix A](#), parents aged between 35 and 54 years old expectedly represented the vast majority of the sample, with 94,4% ($n = 34$). The majority of the respondents were also female (80,6%; $n = 29$). Regarding annual household income, 8,8% earns less than 10 000€ per year ($n = 3$), while the majority of the sample earns between 20 000€ and 29 999€ (44,4%; $n = 15$). Moreover, 14,3% of the individuals reported being a part of a single-parent family ($n = 5$). Regarding marital status, 91,5% of the individuals are married or together with someone ($n = 32$). Only 2,9% are single ($n = 1$) and 5,7% are divorced / separated ($n = 2$). When it comes to the academic qualification of the individuals, 47,2% stated to have a university degree ($n = 17$), 44,4% a high school degree ($n = 16$), and the rest, 8,3%, fewer qualifications than that ($n = 3$). Furthermore, a household of 4 people was the most common result (40%; $n = 14$). Additionally, 88,6% of the individuals were said to be employed full time ($n = 31$). Also, no unemployed individual was identified. Lastly, 30,6% of the respondents only has 1 child ($n = 11$), 38,9% has 2 children ($n = 14$), 27,8% has 3 children ($n = 10$), and 2,8% has 4 or more children ($n = 1$). Moreover, as shown in Table 5 of [Appendix A](#), all participants' children had pre-school education ($n = 36$). The majority of the responses, 44,4%, came from participants whose children were in the third cycle of basic education ($n = 16$). Only 11,1% of the participants' children have failed at least one year of school ($n = 4$). Regarding participants' children ages, it ranged from 6 to 17. The mode was 14 years old ($median = 12,5$; $\sigma = 2,98$).

3.3. Design

Both studies had five sections: one for each of the five factors indicated. On the questionnaires, the factor “Stressful environment” was subdivided into “Safety” and “Well-being” since it was concluded these subfactors would help identify eventual stress among the students (Osika *et al.*, 2007). Also on both questionnaires, on the factor “Lack of nurturance”, it was included the subtopic “Parents’ involvement”. Regarding the

questionnaire destined to parents, due to its duration, if the respondents had more than one child, participants were asked to only choose one, and to respond to the questions according to that choice. The reasoning behind that was that, if it would have been asked parents to respond to a questionnaire for each child, the necessary time commitment would have become excessive.

The reason why a questionnaire was the chosen design to analyse the problem was due to the fact that it was a helpful methodology to analyse the perceived conditions schools have on a daily basis. Indeed, when researching and looking for projects, initiatives and ideas related to the combat of poverty in schools, there is already a significant amount of these (starting by the TEIP Programme itself, but also including other projects and initiatives such as the National Programme for Promoting School Success). However, it was important to understand if those projects and ideas are having a positive impact on schools. With that purpose in mind, surveying the individuals that directly connect with the youth on a daily basis, *i.e.*, school professionals and parents, seemed to be imperative. The data collection involved a mixed-methods approach – specifically, the questionnaires had both quantitative and qualitative data. A mixed-methods approach can be essentially described as a research approach that involves collecting, incorporating and analysing both quantitative and qualitative data. It is especially worthwhile when exploring “more complex aspects and relations of the human and social world” (Malina *et al.*, 2011; p. 6), which is the case of this dissertation. Moreover, a mixed-method approach can be helpful when dealing with eventual impreciseness from quantitative and qualitative data individually.

3.4. Measures and procedure

In order to study the perceived conditions of schools to combat poverty, namely those schools located in economically and socially disadvantaged territories, it was decided to contact schools inserted in the TEIP Programme. This programme includes 136 schools/groups of schools⁹, and all of them were contacted via email. Via email, it was asked to every single school administration on the programme to disseminate the surveys to the

⁹ In Portugal, schools are typically aggregated in groups. A school that lectures the most advanced level of education (*e.g.*, secondary education) serves as headquarters of the group, and it aggregates schools from lower levels of education (*e.g.*, basic education).

teaching staff, non-teaching staff and other school employees, as well as the parents of the students. For those schools whose administration did not respond nor disseminate the questionnaires, it was contacted, also via email, the professors and parents' associations whose email address was publicly fixated on the school's website. Already with all the data collected, these were divided into two categories and were analysed separately: the quantitative data and the qualitative data.

3.4.1. Quantitative data

In order to analyse the quantitative data, the utilized software was IBM SPSS Statistics. Since the objective of both studies was to simply enquire about the perceived conditions of the Portuguese schools, a simple descriptive analysis was completed.

3.4.2. Qualitative data

In order to analyse the qualitative data, the utilized software was NVivo. The goal was to identify the perceived problems, needs, and potential solutions for those same problems and needs. With that being said, with the qualitative data collected, its purpose was to identify the common themes, the common patterns. For that same reason, a thematic analysis was conducted. A thematic analysis consists of a method of analysing data that helps to find insightful patterns of meaning. Through this analysis over an entire data set, it is possible to deduce a holistic view of the data and identify the main and more relevant topics (Braun & Clarke, 2012).

For that analysis to happen, firstly, there was a phase for getting familiar with the data, meaning the entire data set was read and reread in order to create a sense of what the data set consists of. After, every response was individually analysed, that way generating various initial codes or factors identified. With all responses transformed into codes (with one code or more per response), those were then arranged into themes, which were reviewed multiple times until their final form, when they were named. Lastly, all themes were arranged into broader topics, that will be further explored in chapter 4: "Results and Findings".

4. Results and findings

4.1. Study 1: Questionnaire for school's staff

4.1.1. Stressful environment

4.1.1.1. Safety

Regarding safety in schools, the majority of the respondents said that the school already is a safe space. In fact, 89,1% at least, partially agrees that the school is safe, as shown in Table 6 of [Appendix B](#). For those who responded positively to school safety, *i.e.* for those who have responded “Totally Agree” and “Partially Agree”, it was then asked in what ways was the school able to provide the necessary safety conditions for the students. An overwhelming number of respondents referred to a) the “Existence, vigilance and support from auxiliary staff, gatekeepers and teachers” as a fundamental aspect of security in schools. In fact, there were 42 references to this element. Thus, human resources seem to be the most relevant aspect for the security of schools. Nonetheless, other elements appeared as relevant, namely b) a “School Entrance and Exit Control”, referenced 28 times, c) the “Existence of Tangible Security Resources” (such as security-prepared infrastructure and equipment, safety signs inside the school and installation of security cameras), referenced 16 times, and d) the “Existence and Implementation of Rules of Conduct, Internal Regulations and a Safety Plan”, referenced 9 times. In contrast, those participants whose responses were negative regarding the school safety, *i.e.* those who have responded “Totally disagree” and “Partially disagree” pointed out the lack of three first elements referred.

Lastly, it was asked participants “what could be improved in the area of school safety?”. The two more often mentioned themes by participants were “More Vigilance” and “More Human Resources”, being mentioned 34 and 32 times, respectively. When it comes to “More Vigilance”, the respondents referred principally to the necessity for more surveillance at the school's entrance and in the playgrounds and (more) surveillance cameras around the school. Regarding “More Human Resources”, the respondents mainly mentioned it as imperative to have more operational assistants /staff. Besides these two themes, participants also referred 12 times to the importance of better facilities/infrastructures.

4.1.1.2. Well-being

Regarding well-being in schools, the results are similar to the previous topic, with the majority of respondents agreeing that the school offers the necessary conditions concerning students' well-being. In fact, 87,2% at least partially agrees that the school provides well-being to its students, as shown in Table 7 of [Appendix B](#). For those who responded positively to well-being in schools, it was then asked in what ways was the school able to provide the necessary well-being conditions for its students. The vast majority referenced the “Existence and Availability of Tangible Resources and Good Infrastructure” as a crucial factor for students' well-being. Indeed, this was referenced 59 times as important. Inside that broad theme, elements such as large and diversified spaces, and classrooms with good learning conditions were recurrently mentioned. Another crucial theme referred is the “Existence and Availability of Human Resources”, mentioned 27 times. From professors to auxiliary staff, from schools' principals to psychologists, the overall human resources availability to help students seems to be vital to the students' well-being. Moreover, “Diversity of Activities” was also referred to as important, with 9 mentions. On the other side, those participants whose responses were negative regarding well-being in schools, mostly appointed the lack of “Tangible Resources and a Good Infrastructure” as the worst problems to face, namely when it comes to classroom conditions and the infrastructure degradation itself.

Furthermore, it was asked participants “what could be improved in the area of well-being at school?”. The two more often mentioned themes by participants were “Better Infrastructure” and “More and Better Resources”, being referenced 61 and 20 times, respectively. Concerning the first theme – Better Infrastructure –, respondents seemed to be especially concerned with a) greater thermal comfort, namely in classrooms (and during the winter), and b) more, richer, and diverse spaces within the facilities of the school. When it comes to “More and Better Resources”, participants were particularly concerned with IT resources and the quality of the internet.

Lastly, it was asked if the schools offer training and raise awareness for the following themes: a) Bullying and violence prevention; b) Education for Gender Equality; c) Multiculturalism; d) Human rights. The choice for these topics came from the fact that these are inserted on the “National Strategy for Citizenship Education”¹⁰. Generally, it can be

¹⁰ In Portuguese, “Estratégia Nacional de Educação para a Cidadania”.

concluded that all themes are somewhat represented, being schools aware of all the themes. Despite that, only 52,73% of schools explore all four themes. The most relevant theme for schools seems to be “Bullying and violence prevention”, as shown in Table 1. These four themes are explored in the schools, according to the respondents, especially through a) the curricula itself, namely in the “Education for Citizenship”¹¹ class, b) awareness-raising lectures, talks and debates, c) a multitude of projects and activities developed by schools, and d) through projects, activities and talks performed by specialists, whether psychologists, security forces, etc.

Table 1. Results of question regarding schools' offer in training and raising awareness in selected themes.

	Percent (%)	Frequency (n)	Percentage of cases (%)
The school offers training and raises awareness in: (n = 110)			
Bullying and violence prevention	25,7	86	78,2
Education for Gender Equality	23,0	77	70,0
Multiculturalism	22,7	76	69,1
Human rights	24,2	81	73,6
I do not know	4,5	15	13,6

4.1.2. Lack of nurturance

A set of questions were asked regarding nurturance provided by schools. There was a total of seven (N = 7) items¹² that were internally consistent ($\alpha = 0,896$). Also, after an Explanatory Factor Analysis (EFA), only one factor was extracted, suggesting that the seven items are unidimensional. It is concluded from the 7-item scale for nurturance that the overwhelming majority of the respondents agrees that the school offers the necessary conditions in regard to students' physical and emotional care and protection. In fact, 95,4% of the respondents, at least, partially agree that the school offers those conditions, as shown in Table 8 of [Appendix B](#). For those who responded positively regarding nurturance provided by schools to students, the major theme was undeniably related with the “Existence and Support of Human Resources”, being this theme mentioned 117 times. Looking in better detail, the assistance from technical professionals (other than professors) is fundamental,

¹¹ In Portuguese, “*Educação para a Cidadania*”. This is compulsory class during the 2nd and 3rd formation cycles (5th to 9th grade).

¹² Sources for the construction of the 7-item indicator: a) Deković *et al.*, 1991; b) Ordem dos Psicólogos, 2020; and c) Torsheim & Wold, 2001.

being referenced 70 times, with social and psychological support the most important technical support provided (referenced 33 times). Besides the mentioned technical professionals, professors are also crucial to the students, mentioned 47 times. Class directors, the emotional closeness between teachers and students, and close relationships between the school and families are also important for a feeling of nurturance among students.

Furthermore, it was asked participants “what could the school improve in the area of physical and emotional care and protection?”. The two more often mentioned themes by participants were “More Human Resources” and “Training and Awareness-raising”, being mentioned 32 and 15 times, respectively. Regarding “More Human Resources”, the respondents find it imperative to have (more) technical staff, namely psychologists. On the topic of “Training and Awareness-raising”, the participants find it important to train professors on this specific topic of physical and emotional care and protection. Lastly, it was asked to the participants if his/her school did have a “Learning Support Centre”¹³, and 75,5% ($n = 83$) reported the school did indeed have the mentioned space.

4.1.2.1. Parents’ involvement

Regarding parents’ involvement in students’ schooling, the responses were mixed. The mode was “Partially agree” (45,5% of the respondents; $n = 50$), indicating that parents, to some degree, are involved in students’ schooling. Even so, there was also a significant number of respondents that answered either “Neither agree nor disagree” ($n = 19$) or “Partially Disagree” ($n = 26$), as shown in Table 9 of [Appendix B](#). For those who responded positively to this question, the main reasons appointed for success were given to the parents themselves, not to the school. The main element was the fact that parents attend meetings and contacted the teachers, an element mentioned 32 times. Other than that, the fact that parents are present in school’s activities and monitor their children's progress at school also seem relevant factors. On the other hand, several of the respondents stated that there is not enough involvement from parents. The main reason appointed for that was the lack of interest and devaluation of parents with regard to school, being cited on a total of 30 occasions. The fact that not only parents spend a lot of time working (and for that reason

¹³ In Portuguese, “Centro de Apoio à Aprendizagem”. It is a support centre that aggregates both human and material resources to support inclusion and educational success, namely by assisting those in need.

lack the time to help and monitor their children), but also the fact there are plenty of families facing economical and/or social challenges, plus the fact that there are plenty of dysfunctional families, were recurrent themes highlighted by respondents.

Lastly, it was asked participants “what could the school improve in terms of family involvement in students' schooling life?”. This is, arguably, one of the toughest questions on the entire survey, since the school trying to involve parents is not an ordinary and uncomplicated task at all. Few participants were able to give suggestions. In fact, a significant number of respondents said that the school already does a lot, and the families are the ones who do not collaborate. Nonetheless, a) more involvement in projects and activities, and b) more training, awareness and sensitisation campaigns are some of the possible solutions proposed.

4.1.3. Lack of environmental stimulation

Regarding extracurricular activities, it was asked to participants if their school did have extracurricular activities, and 79,1% ($n = 87$) reported the school did indeed have extracurricular activities to offer. Then, a set of four follow-up items were evaluated. Regarding the items asking if the school was able to a) create partnerships with local authorities or other community institutions, b) have a diverse offer of extracurricular activities, and c) provide quality of extracurricular activities, the respondents majorly agreed that, at least at some level, the school is able to provide those conditions. On the other hand, regarding the item on students' adherence to extracurricular activities, the responses were mixed and, although the mode was “Partially Agree” with 33,3% of the responses ($n = 36$), there was also a substantial number of individuals that answered “Neither agree nor disagree” with 22,2% of the responses ($n = 24$), as shown on Table 10 of [Appendix B](#). For those respondents who stated that the schools were able to provide quality extracurricular activities, the most often appointed factor for that success was a) the diversity of offer, b) synergies with various partners, namely with municipalities, and c) the existence of the needed spaces for the activities to occur. On the other way, for those who reported insufficient quality when it comes to extracurricular activities, the main reasons appointed were a) the insufficiency of spaces for the activities, b) the insufficiency of the offer, and c) the excessive student workload, which does not allow them to access to the activities.

Lastly, it was asked participants “what could the school improve in terms of extracurricular activities?”. The two more often mentioned themes by participants were “More Diverse and Quality Offer” and “School Schedules More Suitable for Students and Teachers”, being mentioned 15 and 14 times, respectively.

4.1.4. Poor nutrition and health

When asked if the school can provide healthy and quality food to its students, the majority agrees that the school is able to offer those conditions. Actually, 70% at least partially agrees that the school provides healthy and quality food to its students, as shown in Table 11 of [Appendix B](#). Additionally, it was asked if the schools offer training and raise awareness for the following themes: a) Mental Health; b) Nutrition Education; c) Physical Education; d) Addictive behaviours and Addiction; e) Affections and Sex Education. The choice for these topics came from the fact that these are the ones inserted on the National “Health Education Guidelines”¹⁴. From the responses gathered, b) Nutrition Education, c) Physical Education, and e) Affections and Sex Education are highly offered at the schools ($n = 84$; $n = 89$; $n = 85$; respectively). However, education for d) Addictive behaviours and Addiction is only offered in 57,4% of the cases ($n = 62$), and furtherly, a) Mental Health is only addressed in 39,8% of the cases ($n = 43$), as shown on Table 2. These five themes are explored in the schools, according to the respondents, especially through a) awareness-raising lectures, talks and debates, with the help of both internal and external entities, b) the curricula itself, namely in the “Education for Citizenship” class, and c) through numerous and diverse activities and projects.

Table 2. Results of question regarding schools’ offer in training and raising awareness in selected themes II.

	Percent (%)	Frequency (n)	Percentage of cases (%)
The school offers training and raises awareness in: (n = 108)			
Mental Health	11,5	43	39,8
Nutrition Education	22,5	84	77,8
Physical Education	23,9	89	82,4
Addictive behaviours and Addiction	16,6	62	57,4
Affections and Sex Education	22,8	85	78,7
I do not know	2,7	10	9,3

¹⁴ In Portuguese, “Referencial de Educação para a Saúde”.

When asked if the school had some sort of support office from a healthcare professional, 90,9% ($n = 100$) responded that their school had, in fact, that space and human resources, namely with psychologists and social assistants. When asked if the school assists in the psychological development of the students, the respondents in the vast majority (84,5%; $n = 93$) answered that the school, has, indeed, those conditions, as shown in Table 12 of [Appendix B](#). The central aspect regarding this assistance, according to the respondents, is the availability of the technical offices, namely the “*Serviço de Psicologia e Orientação*” (SPO)¹⁵ and “*Gabinete de Apoio ao Aluno e à Família*” (GAAF)¹⁶, meaning that these offices are always open and available if students need them. Group/class sessions and individualised psychological support are other ways schools use to aid in the psychological development of their students.

Furthermore, it was asked “what other good practices does the school have in relation to nutrition and health?”. Respondents gave plenty of different answers. Despite that, the most recurrent good practices were a) raising awareness for a healthy diet and health, namely by developing activities with students, b) serving a healthy and varied menu, c) the existence of technical staff, such as a nutritionist, and d) providing healthy snacks, such as fruit. Finally, it was asked “what could the school improve in the area of nutrition and health?”. The majority appointed for better food quality, not only by improving the quality of food served in the canteen and bar, but also by not selling unhealthy products at the bar. Additionally, raising awareness, more professionals in the area working at the school and distribution of healthy snacks to all students are other relevant solutions appointed.

4.1.5. Inequalities or relative poverty

When asked if the school is able to provide the necessary conditions with regard to tackling inequalities at school, the majority responded positively, by agreeing that the school, in fact, offers the necessary conditions to combat inequalities, namely by promoting an inclusive environment, equality of opportunities of access and schooling success. Indeed, 89,1% ($n = 98$) at least, partially agrees that the school offers these conditions, as shown in Table 13 of [Appendix B](#). The pivotal aspects to the promotion of inclusive strategies,

¹⁵ In English meaning “Psychology and Guidance Service”.

¹⁶ In English meaning “Student and Family Support Office”.

according to the respondents, were mainly regarding a) food (whether by giving free meals, whether by providing a dietary reinforcement to those in need), by b) providing technical resources for students who are unable to have them, by c) raising awareness among students and promoting an inclusive environment, by d) creating inclusive and multicultural classes, and by e) creating special strategies tailored to individual student needs.

Lastly, it was asked participants “what could the school improve in regard to school inequalities?”. The responses were mixed. Nevertheless, some respondents answered that was important an overall restructuring of the system, with some of them presenting specific suggestions, such as restructuring the learning methods to ways that are diverse and meet the potential of each student. More human resources and greater external involvement, namely with the community, were also other suggestions.

4.2. Study 2: Questionnaire for parents

4.2.1. Stressful environment

4.2.1.1. Safety

Regarding safety in schools, the majority of the respondents stated that the school already is a safe space. In fact, 83,3% at least, partially agreed that the school is safe. Another question was made regarding exposure to physical, verbal and emotional violence. The results were not as almost unanimous as to the other questions. Nonetheless, 52,8% of the respondents, at least, partially agree that their kids are not exposed to any type of violence, as shown in Table 14 of [Appendix C](#). For those who responded positively to school safety, it was then asked in what ways was the school able to provide the necessary safety conditions for the students. The majority of the respondents responded there is sufficient surveillance at school ($n = 16$), namely by having an entrance and exit control ($n = 7$). The existence of quality human resources is another given reason for the school’s safety ($n = 9$).

Lastly, it was asked participants “what could be improved in the area of school safety?”. The two more times referenced themes by participants were “More assistants” and “Better Infrastructures” (in both cases, $n = 5$).

4.2.1.2. Well-being

A set of questions were asked regarding well-being at schools. There was a total of four ($N = 4$) items¹⁷ that were internally consistent ($\alpha = 0,801$). Also, after an Explanatory Factory Analysis (EFA), only one factor was extracted, suggesting that the four items are unidimensional. It is concluded from the 4-item scale for well-being that the overwhelming majority of the respondents agrees their kids feel well at the school. In fact, 97,2% of the respondents, at least, partially agree that the school offers those conditions, as shown in Table 15 of [Appendix C](#). For those who responded positively to well-being in schools, it was then asked in what ways was the school able to provide the necessary well-being conditions for the students. The majority of the respondents referenced the “Good Professionals” ($n = 10$), and specifically their dedication to the job.

Lastly, it was asked participants “what could be improved in the area of well-being at school?”. The more times mentioned theme by participants was “Better Infrastructure” ($n = 13$), namely the need for more and diverse spaces, and maintenance and reparations work at the school (in both cases, $n = 5$).

4.2.2. Lack of nurturance

A set of questions were asked regarding kids’ feelings of nurturance at schools. There was a total of seven ($N = 6$)¹⁸ items that were internally consistent ($\alpha = 0,91$). Also, after an Explanatory Factory Analysis (EFA), only one factor was extracted, suggesting that the four items are unidimensional. It is concluded from the 6-item scale for nurturance that the majority of the respondents agrees their kids feel nurturance at the school. In fact, 74,3% of the respondents, at least, partially agree that the school offers those conditions, as shown in Table 16 of [Appendix C](#). For those who responded positively regarding the nurturance conditions provided by schools, the major theme was undeniably related to the “Professionals Dedication” ($n = 12$).

¹⁷ Source for the construction of the 4-item indicator: Torsheim & Wold, 2001.

¹⁸ Sources for the construction of the 7-item indicator: a) Ordem dos Psicólogos, 2020; b) Torsheim & Wold, 2001; and c) Deković *et al.*, 1991.

Lastly, it was asked participants “what could the school improve in the area of physical and emotional care and protection?”. The more times mentioned theme by participants was “Better Human Resources” ($n = 12$).

4.2.2.1. Parents’ involvement

Regarding parents’ involvement in students’ schooling, the responses were unanimous, since 100% of the respondents (being the respondents the parents themselves), at least, partially agreed, that they were sufficiently involved in students’ schooling ($n = 36$). The main reasons appointed for this were a) the fact that they do a “Daily Follow-up” of what is going on in their kids’ schooling life ($n = 32$), namely by providing support to “studying and homework” ($n = 9$) and by providing “emotional support” ($n = 6$); b) the fact that they frequently have “Contact with the school” ($n = 12$), specifically with the class director ($n = 9$).

Lastly, it was asked participants “what could the school improve in terms of family involvement in students’ schooling life?”. Respondents mainly suggested “Better Communication with Parents” ($n = 11$).

4.2.3. Lack of environmental stimulation

Regarding extracurricular activities, 86,1% of the respondents ($n = 31$) answered that the school has, in fact, extracurricular activities. Furthermore, 66,7% of the respondents ($n = 24$), at least, partially agree that the school offers the necessary conditions regarding extracurricular activities, as shown in Table 17 of [Appendix C](#). Despite that fact, only 44,4% of the kids’ respondents ($n = 16$) are involved in extracurricular activities, not corresponding to the majority. From those, the majority are involved in some kind of sport, being referred 12 occasions. On the other hand, 58,3% of the kids’ respondents ($n = 21$) are involved in extracurricular activities outside the school.

Lastly, it was asked participants “what could the school improve in terms of extracurricular activities?”. The more times mentioned theme by participants was “More Diverse and Quality Offer”, being mentioned 11 times. Other than that, also “Availability of

transportation for Activities that Occur Outside the School” and “Better Infrastructure” were mentioned, both twice.

4.2.4. Poor nutrition and health

According to the responses gathered, 72,2% of the kids’ respondents ($n = 26$) eat at the school. Additionally, 65,4% of the respondents, at least, partially agree that the school serves healthy and quality food ($n = 17$). Finally, the majority of the respondents responded that the school provides nutritional and health education (40%; $n = 12$) and that the school offers a support office from a health professional (63,9%; $n = 23$), as shown in Table 18 of [Appendix C](#).

Finally, and on the other hand, it was asked “what could the school improve in the area of nutrition and health?”. The majority appointed for better food quality.

4.2.5. Inequalities or relative poverty

A set of questions were asked regarding inequalities at schools. There was a total of three ($N = 3$) items that were internally consistent ($\alpha = 0,705$). Also, after an Explanatory Factor Analysis (EFA), only one factor was extracted, suggesting that the three items are unidimensional. It was concluded from the 3-item scale for inequality that the majority of respondents agrees their kids do feel equal to others at the school. In fact, 85,7% of the respondents, at least, partially agree on that. Additionally, it was asked if the school is able to provide the necessary conditions with regard to tackling inequalities at school, the majority responded positively, by agreeing that the school, in fact, offers the necessary conditions to combat inequalities. In fact, 58,3% at least, partially agrees that the school offers these conditions, as shown in Table 19 of [Appendix C](#).

5. Discussion

5.1. The state of the Portuguese schools

Both studies seem to indicate that the Portuguese schools that belong to the TEIP Programme are, in fact, reasonably safe. This happens due to the existence, vigilance and support from auxiliary staff, gatekeepers and teachers, namely on the school entrance and exit control, which is noted as a crucial factor for the overall school's safety. The existence of tangible security resources, such as security-prepared infrastructure and equipment, safety signs inside the school and security cameras is another crucial factor. Lastly, the existence and implementation of rules of conduct, internal regulations and a safety plan, are also important for that matter. In spite of that, in the second study, it was shown that just a little above half of the students is not exposed to some level of physical, verbal and emotional violence, which would mean that there is a significant number of students that could be exposed to violence, therefore contradicting the latter results, that described the school as a safe place. This evidence could indicate that students might always be exposed to violence to some degree, especially with each other, and it is the school's job to control it.

Similarly, both studies seem to indicate that the Portuguese schools included in the TEIP Programme do have, in fact, the necessary conditions concerning students' well-being. The existence and availability of tangible resources and good infrastructure seem to be the vital factors for well-being to be present at school, namely with the existence of large and diversified spaces, and classrooms with good learning conditions. Once again, the existence and availability of human resources, from professors to auxiliary staff, from school's principals to psychologists, and the overall human resources availability to help students seems to be vital to the students' well-being. Finally, the diversity of activities is also important for that matter. Furthermore, on the first study, it was enquired if the following vital topics are explored at the school: a) Bullying and violence prevention; b) Education for Gender Equality; c) Multiculturalism; d) Human rights. The topics are generally explored; thus, it can be said that schools are mindful of all the themes. However, only just above half of schools raise awareness for all four themes. All four themes should be discussed in all schools. Since "safety" and "well-being" were used as the two factors to evaluate "stress" at the Portuguese schools included in the TEIP Programme, generally, it can be said that these schools are able to (or at least try to) promote a non-stressful environment.

Both studies seem to indicate that the Portuguese schools that belong to the TEIP Programme do have, in fact, the necessary conditions to ensure nurturance to students. The results were even more emphatic on the first study, which was directed at professors and school staff, which might imply a certain level of bias on the results. This is because the questions asked regarding students' nurturance could be seen as personal to professors and staff, since they are the crucial factor regarding this topic. The fact that schools are described as having nurturance conditions is especially a result of the existence and support of human resources, namely with the assistance from technical professionals (other than professors), especially for psychological support. Professors are also crucial to students. Lastly, class directors, the emotional closeness between teachers and students, and close relationships between the school and families are also important. Nevertheless, on the topic of nurturance, the results on parents' involvement in students' schooling were very distinctive in the two studies. On the one hand, Study 1 visibly reveals that school staff respondents believe that at least a significant percentage of parents are not sufficiently involved in their kids' schooling. On the other hand, Study 2 reveals that parents believe they are involved in their kids' schooling. Because Study 2 was conducted on the parents themselves, this may have led to bias results, to some degree. This is because the questions asked could be seen as personal to parents, since they are the crucial factor regarding the specific topic. Despite that, both parents and professors suggested that parents attending meetings, contacting the teachers, participating in school's activities, and monitoring their children's progress are relevant factors for parents to be considered involved in their kids' schooling.

Both studies seem to indicate that, generally, Portuguese schools that belong to the TEIP Programme tend to have extracurricular activities, which is not surprising, because every school should have those activities. Furthermore, in those schools that do have extracurricular activities, their quality and conditions, still face multiple challenges, according to respondents. Additionally, both studies indicate that students' adherence to extracurricular activities is not optimal, suggesting a multiplicity of needs still to be fulfilled, namely the insufficiency of spaces for the activities, the insufficiency of the offer, and the excessive workload for students, which do not allow them to participate in the extracurricular activities. Lastly, for those who join extracurricular activities, the overwhelming majority joins sports activities, once again, indicating that the variety of offer is insufficient.

According to Study 2, around three-quarters of students generally eat at school. Thus, the quality of the food served at schools is vital. Once again, both studies seem to indicate that, generally, Portuguese schools included in the TEIP Programme tend to serve healthy and quality food to their students. Furthermore, on the first study it was enquired if the following vital topics are explored at the school: a) Mental Health; b) Nutrition Education; c) Physical Education; d) Addictive behaviours and Addiction; e) Affections and Sex Education. From the responses gathered, b) Nutrition Education, c) Physical Education, and e) Affections and Sex Education are somewhat offered at the schools. On the other hand, however, education for d) Addictive Behaviours and Addiction; and a) Mental Health are still not well developed and discussed at schools. Moreover, Study 1 revealed that almost every school has some sort of support office from a healthcare professional, namely the SPO¹⁹ and GAAF²⁰, with psychologists and social assistants. Group/class sessions and individualised psychological support are other ways schools use in order to aid in the psychological development of their students.

As of last, the two studies slightly contradict each other regarding the conditions the Portuguese schools that belong to the TEIP Programme have in order to combat inequalities, in the sense that, respondents from Study 1 (schools' staff) believe the Portuguese schools included in the TEIP Programme have the conditions desired, while Study 2 (parents) is not so affirmative on such conditions. Nonetheless, the main factors presented for the promotion of inclusive strategies were mainly regarding a) food (whether by giving free meals, whether by providing a dietary reinforcement to those in need), b) providing technical means and resources for students who are unable to have them, c) raising awareness among students and promoting an inclusive environment, d) creating inclusive and multicultural classes, and e) creating special strategies tailored to individual student needs.

As a last note, reasons such as lack of funding in schools were timidly addressed, suggesting that this factor might play a role in the conditions schools do (not) have.

¹⁹ “*Serviço de Psicologia e Orientação*” (in English “Psychology and Guidance Service”).

²⁰ “*Gabinete de Apoio ao Aluno e à Família*”(in English “Student and Family Support Office”).

5.2. Guidelines for schools: main suggestions gathered from respondents

As a result of analysing the qualitative data, several different suggestions from professors, school administrators, parents, and other school stakeholders were made concerning school improvements towards the eradication of poverty, namely through the five factors identified. Although some of the suggestions may have less scientific support, these are the suggestions provided by those who are directly involved at those schools, knowing the part and parcel needs for success, and that way being indispensable suggestions. All the suggestions were aggregated into nine categories and will now be presented.

5.2.1. The importance of raising awareness

Raising awareness and sensitizing students (but also parents) on certain issues is crucial for their development, for school's harmony, for the eradication of poverty, and for a better and more evolved, knowledgeable and empathetic society. As identified in the "National Strategy for Citizenship Education" and the National "Health Education Guidelines", there should be an emphasis on generating conversations and raising awareness for the following topics:

- Bullying and violence prevention;
- Education for Gender Equality;
- Multiculturalism;
- Human rights;
- Mental Health;
- Nutrition Education;
- Physical Education;
- Addictive behaviours and Addiction;
- Affections and Sex Education.

The results show that the majority of the topics are somewhat explored by schools. However, some are still under-explored, especially the topics of mental health, addictive behaviours and addiction, and multiculturalism. In particular, the results showed that mental health is only explored by 39,8% of the schools, being the more underdeveloped topic by far, indicating that schools have an urgent need to address that topic. There are multiple forms

for raising awareness for these nine topics. These are some suggestions from respondents for different ways to engage students and to lecture them on the topics : a) transversely through all curricular units, with special attention to the “Education for Citizenship” class; b) awareness-raising lectures with specialists on a specific area; c) promotion of debates in class; d) activities and projects (which opens up to professors’ creativity); e) group projects focused on the topics; f) watching movies, documentaries and videos; and g) going to or creating expositions.

5.2.2. The importance of human resources and their structures

Schools should not only be a place for children and teenagers to learn various subjects, but also a place that positively promotes their personal development. For that reason, teachers are not the only needed human resources. From all the responses gathered, there is a set of technical assistance that is utterly valuable for schools to have. The first one is trained auxiliary staff. Auxiliary staff that is trained to deal with all kinds of problems directly related to the students that could happen at schools is vital, according to respondents. Furthermore, according to respondents, there is a set of technical human resources schools should have access to, namely: a) psychologists; b) social workers; c) sociologists; d) sociocultural animators; e) a nurse or doctor, for instance with partnerships with the closest health care centre; f) therapists, such as a speech therapist or other required to fulfil the specific needs of the school; g) nutritionists; and h) physiotherapists. There is a chance that schools may not be able to afford all these resources. Still, the ones mentioned are critical. Furthermore, there are plenty of structures identified that have been aiding schools, students, and the school community, being that way important structures for schools to have. The first one is “*Serviço de Psicologia e Orientação*” (SPO; in English “Psychology and Guidance Service”). SPO is a resource created by the Ministry of Education and which aim is to improve educational success, reduce early school dropout, make vocational education more attractive, and finally to improve the match between the skills of the younger generation with the needs of the labour market (Direção-Geral da Educação, n.d.). Secondly, there is “*Gabinete de Apoio ao Aluno e à Família*” (GAAF; in English “Student and Family Support Office”). GAAF is a resource a number of schools already implemented, that serves as a multidisciplinary structure which goal is to contribute to the harmonious and global

development of students, by promoting a humanised environment for learning and the development of personal and social skills. That way, GAAF aids students, parents and even professors and class directors. An “*Equipa Multidisciplinar de Apoio à Educação Inclusiva*” (EMAEI; in English “Multidisciplinary Support Team for Inclusive Education”) is another important structure, which goal is to strengthen the recognition of diversity between students as an added value, finding ways to deal with difference and creating tailor-made teaching processes adapted to students’ characteristics. Additionally, there is “*Centro de Apoio à Aprendizagem*” (CAA; in English “Learning Support Centre”), a support structure that aggregates both human and material resources, as well as knowledge from the schools and which goal is to support learning and inclusion throughout compulsory education. CAA is a part of the schools' autonomy framework. The “*Programa de Tutoria*” (in English “Tutoring Programme”) is yet another resource. It is a strategy for individual school support and guidance, between a tutor and a tutee, which aim is not only to school monitoring, but also to aid in personal development and fulfilment of the tutee's potential, through a relationship developed in a shared way. This partnership between the tutor and tutee can be developed between a teacher and a student or even between a student and another student. In addition, the “*Percursos Curriculares Alternativos*” (in English “Alternative Curriculum Pathways”) is also a crucial resource schools should have, which consists of a way of promoting educational success and social inclusion in primary education (up to 9th grade) through offering alternative curriculum pathways. On a similar note, there are the “*Cursos de Educação e Formação de jovens*” (CEF; in English “Education and training courses for young people”), created to serve as an opportunity for young people who have abandoned or are at risk of abandoning the regular education system to complete their compulsory education by means of a flexible pathway tailored to their interests. As of last, there still is the “*Programa Integrado de Educação e Formação*” (PIEF; in English “Integrated Programme for Education and Training”), a programme of temporary and exceptional nature, tailored to be used as a last resource, after all other initiatives fail, and has the goal of maintaining students at school and preventing them from school dropout. Lastly, there is the “*Programa Nacional de Saúde Escolar*” (PNSE; in English “National School Health Programme”), which is a protocol celebrated between the Ministry of Education and the Ministry of Health whose goal is the promotion of school health, by developing skills within the educational community that enable them to improve their level of physical, mental and

social well-being. As of last note, respondents proposed four specific suggestions centred on the critical role of human resources: a) to psychologically identify students in need and monitor them weekly and individually; b) to have more psychology sessions with the students; c) to facilitate nutrition appointments for students; d) to create strategies tailored to the needs of the students, using the resources above mentioned; and e) to provide home visits for families in need (with GAAF's assistance, for instance).

5.2.3. The crucial role of a teacher

The role of a teacher on the mission of eradicating poverty is crucial (European Agency for Special Needs and Inclusive Education, 2020). Respondents identified some aspects regarding the teachers' role in the development and well-being of their students. The first one is the importance of emotional closeness between teachers and students, and especially between the class director and his / her students. Teachers must also always show availability to their students. Regarding their relationship with parents, respondents suggested that teachers should not only always encourage parents to attend the meetings and participate in activities, but also communicate with parents by alternative means to meetings if necessary (via online or mobile phone). Even if these efforts may not always attain the desired results, teachers should never give up on these responsibilities. Lastly, respondents highlighted that teachers should be trained and sensitized on various themes, in order to be able, more than just to teach their students, to be pedagogues, meaning someone that actively contributes in a positive way for their students' development. Also, teachers should be sensitized on the nine previously mentioned topics²¹.

5.2.4. The importance of quality infrastructures and resources

Being the quality of infrastructures and resources an important piece for the well-functioning of the school, it cannot always deliver the best conditions, due to insufficient funding or other reasons that go beyond the school's will. Nonetheless, respondents of both

²¹ "Bullying and violence prevention"; "Education for Gender Equality"; "Multiculturalism"; "Human rights"; "Mental Health"; "Nutrition Education"; "Physical Education"; "Addictive Behaviours and Addiction"; "Affections and Sex Education".

studies believed that it was important to take action on specific issues. The first one is related to infrastructure conditions for students with reduced mobility, namely by installing access ramps and handrails. Additionally, ample and green spaces in the playground are also considered necessary conditions at the school, according to respondents, as well as no asbestos roofing, which still is an issue in some schools. In addition, and as one of the most commented issues, classrooms must have good temperature and humidity conditions, which is, to some degree, what still does not happen in plenty of schools. Better technological resources and better internet quality are also recurrent demands by respondents. Lastly, respondents suggest free lockers, as a way to avoid the overload of heavy loads (namely due to textbooks) at students' backpacks, that way not damaging their backs.

5.2.5. Extracurricular activities

As already established, extracurricular activities play an important role in the normal development of children and teenagers. For that reason, the existence of "*Desporto Escolar*"²² has been crucial at schools, remaining imperative to assure the quality of those activities. Even so, schools should also strive to diversify the offer of activities, given that from our sample it was possible to gather that there seems to be a reasonable number of schools that only offer "*Desporto Escolar*". Nevertheless, even more important than "more offer" is a "quality offer". If the school offers several activities of poor quality, it is suggested by some participants to even reduce the offer and ensure that the ones that exist are of quality. After assuring the quality of activities, it is important that schools widely disseminate and encourage their students to engage in them. Some respondents even suggested that each student should have a compulsory enrolment in at least one extracurricular activity. Although this suggestion might seem demanding to implement for some, or not even a reasonable suggestion for others, it highlights the relevance that extracurricular activities assumed for respondents. Lastly, there are two last main suggestions from respondents for schools to consider. The first one is to reduce student workload, or at least, to balance and efficiently manage all school's class schedules so that it enables students to easily participate in

²² "*Desporto Escolar*" (in English "School Sports") is the "largest multi-annual national education project" and which goal is to encourage the practice of physical activity as a means of promoting "student success, healthy lifestyles, values, and principles associated with active citizenship" (*Desporto Escolar*, n.d.).

extracurricular activities. The other suggestion is to have the necessary conditions to offer a free ATL²³. An ATL could be implemented in different forms, though the idea behind that would always be to serve as a place for children and teenagers to stay, have activities and spend a fruitful time, whether for some hours after school or during the summer.

5.2.6. Sense of safety and security

A sense of safety and security at the school is fundamental for kids to prosper and develop. For that to happen, schools must take action. Respondents suggested that a solid first step would be to have attentive surveillance during recess, namely by the auxiliary staff. A permanent gatekeeper at the school's gate to control the entrance and exit of both students and external people would also be fundamental for the school's safety. Multiple respondents agreed that mandatory identification at the entrance and parental permission to leave the school at lunchtime may also be reasonable strategies in order to have a safe school. Moreover, security infrastructures and resources were viewed as benefitting the school and its students. The most common suggestions regarding this matter are the existence of safety signs on the entire school, as well as the existence of surveillance cameras. Lastly, the continuous collaboration with the police forces at "*Programa Escola Segura*" (PES)²⁴ was viewed as essential, as a form of promoting security at the schools and raising awareness.

5.2.7. Combating inequalities

Perhaps, this is the topic schools are more aware of since there are already plenty of strategies dedicated to the combat of inequalities. Nonetheless, these are the most often mentioned suggestions by respondents: a) creation of an essential goods bank (food, clothes, school materials, etc); b) offer free food reinforcement for those in need; c) offer free meals; d) offer technological material and resources to those who cannot afford it; e) provide school materials to those who do not have them; f) deliver baskets to the neediest families; g) offer transportation support; h) offer study support for those in need, especially for the subjects

²³ "*Atividades de Tempos Livres*" (in English "Leisure Time Activities").

²⁴ PES (in English "Safe School Programme") is a National Programme developed by the Portuguese police forces which aim is to improve and ensure the safety within the school environment and its surroundings, preventing risky behaviours and reducing unsafe acts (Policia de Seguranca Pùblica, n.d.).

that show a higher failure rate (the existence of a Portuguese and Mathematics support office, for example); and i) create an inclusive and multicultural distribution of classes.

5.2.8. Efficient and positive management

The way the school is managed and administrated is a factor to keep in mind for eradicating poverty. Plenty of suggestions were made by respondents regarding school's management, specifically: a) an efficient elaboration of teachers' and students' schedules and timetables; b) the importance of opening for feedback from students and parents (some even suggested a creation of a "suggestion box" at the schools); c) small class sizes; d) promotion of a healthy lifestyle, namely by d1) providing healthy snacks and d2) having a vegetable garden for own use; e) assign class directorships to the aptest teachers; f) to promote more involvement with the community; and g) to proactively create synergies with various partners, namely municipalities, CPCJ²⁵, health care centres, EPIS²⁶, parents' associations, and other relevant associations and stakeholders.

5.2.9. Other ideas to take into consideration

As the last section, it is presented a set of respondents' suggestions that may be difficult to implement or that have less scientific support. Nonetheless, there was a relevant number of mentions to these topics for them to be removed. These are the following: a) separation of the school (or classroom blocks) by formative cycles/school years; b) reduction of 1st formative cycle programmes; c) allow part of teachers' working hours to be devoted to accompanying and helping students; d) reduced or no sale of unhealthy foods; e) closed bar during lunchtime; f) own cook instead of an outsourced company; and g) free tablets with textbooks for all students.

²⁵ "Comissão de Proteção de Crianças e Jovens" (in English "Children and Youth Protection Commission").

²⁶ "Empresários Pela Inclusão Social" (in English "Entrepreneurs for Social Inclusion").

6. Limitations

In Study 2, it is believed that the sample was not representative of the population in most needs. This happened due to various reasons. Firstly, on the annual household income, the fewer income options presented on the questionnaire were not overrepresented, as it may have been expected. Secondly, only 14,3% of the sample was in a single-parent household, which differs from the actual INE's data from 2011 (Jesus, 2012), indicating 36% of the Portuguese households to be single parenthood. Furthermore, on the poor population, this percentage would be expected to be even higher. The sample gathered was also overrepresented in terms of employment, with 88,9% of the respondents being employed full-time and none unemployed. Lastly, nearly half of the sample have had higher education. According to INE's data from 2011, only 14,8% of the Portuguese population had a university degree. All these misrepresentations of the poor population lead us to conclude that this sample may have not reached the people we wanted to reach. Unfortunately, the survey did not reach the poor. Moreover, the fact that only 36 valid responses were gathered does not solidify the data's reliability.

Both questionnaires were designed to give respondents the freedom to answer honestly and according to what they felt was the most important aspects to highlight. For that reason, at times, both questionnaires may not have been the most explicit. On a similar note, the questionnaires may have also been redundant at times. However, this made it possible to certainly find out what was important and what was not, in the sense that, that way, respondents were able to emphasise the aspects they really thought as being vital. On a last note regarding the questionnaires, these may have lacked some further questions at times, since, although it was possible to understand if schools did have in fact the resource x or y to combat poverty, it was not possible to precisely grasp the quality of those resources. As an example, through the questionnaires, it would be possible to identify if schools did offer psychological services, but not to clearly identify the quality of it. The same is to say that a school would be able to offer psychological services by just having one psychologist for around 500 students. This school would offer psychological services, albeit it would be undeniably insufficient.

Regarding the last section of the Discussion – “Guidelines for schools: main suggestions gathered from respondents” – these guidelines may lack some scientific

evidence, being just the concerns and suggestions from those who operate at schools in a daily basis. Scientific confirmation of these suggestions would be a theme for another dissertation, taking into account the suggestions I am making are based on the perceptions of the respondents. Future research using other methodologies should investigate if they actually have scientific validity.

Lastly, the pursue of the eradication of poverty is a challenging quest, and so was this dissertation. Not only due to the topic in itself, but also because it was my first personal experience doing research such as this one. Despite that, I hope that this dissertation may provide some valuable insights for practice and future research.

7. Personal Reflections

When starting this dissertation, the goal was clear: to identify new and efficient ways to end poverty through enhancements to the educational system. Notwithstanding, by starting to review the literature and by better understanding the relation between Poverty and Education, it became clear that already were (and are) plenty of projects, strategies and resources, specifically in the Portuguese educational system, dedicated, not explicitly to the eradication of poverty, but the combat of inequalities, prevent early school dropout, and to enhance school success, being these areas intrinsically interconnected with Poverty. From that point on, the objective became to re-conceptualize Poverty from a psychological, physiological and social perspective, rather than the merely financial aspect. Even more, the goal was to, through that re-conceptualization, understand the perceived conditions the Portuguese school do have to eradicate Poverty. I truly believe the re-conceptualization of Poverty through the five factors – “Stressful environment”, “Lack of nurturance”, “Lack of environmental stimulation”, “Poor nutrition and health”, and “Inequalities or relative poverty” – brought a new perspective to this issue.

Despite the limitations, I believe that the results were somewhat insightful, not only because they were helpful on the task of actually understanding the perceived conditions Portuguese schools included in the TEIP Programme do have, but also by providing multiple suggestions to improve schools towards the eradication of poverty, from the perspective of those who, on a daily basis, operate at the schools.

In the end, the sentiment is a feeling of never-finished work, since the suggestions given from schools’ stakeholders (identified in the last part of this dissertation) would make up for a whole new dissertation. And so is the fight against poverty – there is always a feeling of unfinished work.

As a conclusion of this dissertation, it remains imperative for me to pick up from the opening quote: “*The whole purpose of our life should be, when we’re done, for people to say: a poem has died.*” (Agostinho da Silva, 1990). Perhaps life is symbiotically nothing and everything. Still, the suggestion that life could be nothing is somewhat recent in the history of humankind. This is because just in recent times, a massive number of the whole humanity was able for, the first time, to truly live and thrive, and not just to survive. Thence, also for the first time, a massive number of the whole humanity has potentially seen the nothingness.

This can be especially detected in the younger generations. Nowadays we see the youth with higher levels of anxiety, depression, and, perhaps, a bigger sense of lostness in the world than the previous generations, meaning the nothingness has kicked in. Still, only when in a phase of nothingness, emerges the potentiality for the everything. It emerges the potentiality for a poem to be written. As a form of explaining these concepts, a classroom allegory will now be told:

“At a certain day at school, the teacher arrived in class, with all her students already in the classroom. That same day, the teacher was going to inform her students about their new term assignment. However, that day the announcement was different. Usually, the teacher would give her students a topic on which they would have to do the assignment, such as “music” or “climate change”. However, on that day, that did not happen. The teacher just asked her students to do an assignment, not indicating any topic. During that term the topic would be free for students to choose, meaning each one of the students could decide on any topic they liked best. At first, this only created unease around the students, who were used to being given the topics to work on. Without a definite topic, they felt lost, without guidance. They felt a sense of nothingness. However, the existence of this nothingness; the existence of the inexistence of a topic, allowed the students to slowly decide on the themes they liked the most. Some decided to talk about biology or informatics, others about literature or friendship. The truth is that the fact that the teacher gave her students nothing, gave them the opportunity to be anything; anything they wanted to be. The teacher, through nothingness, liberated her students.”²⁷

The sense of nothingness must be seen as an opportunity for the everything. This is the phase where the majority of the youth in wealthier countries is, right at the moment. The times might seem uncertain, but this is the phase where the youth is able to create, to discover themselves, to be curious. Now, more than ever, the youth (in wealthier countries) is able to be whatever they want to be, and their responsibility must be to be free, and to find and enlighten themselves, at a point that they live a life like an authentic “poet on the loose”.

However, still not everyone is on this phase. Still not everyone has the opportunity to be “whatever they want to be” because whereas the majority of the youth (in wealthier

²⁷ An allegory created by myself, specifically for this dissertation.

countries) is now able to live and thrive, there is still a portion that is just able to survive. When an individual is just surviving, he/she is simply not able to do more than that. An individual that is just surviving is stuck on his/her own existence. That is the reason why the fight against poverty is such a crucial one. That way, the fight against poverty is an ode to human dignity, to progress, to enlightenment, to freedom. The fight against poverty is an ode to humanity.

To fight against poverty is to fight for the most primary human rights, for a better world, where every single human being is able to live, to find himself/herself and his/her purpose. We must strive for a world where everyone is able to choose his/her own path and where everyone is able to reach his/her full potential as a human being, therefore leaving someday this world, as a “poem”.

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Appendix A – Sample Characteristics

Table 3. Overview of sample characteristics from Study 1

	Percent (%)	Frequency (n)
Age (n = 110)		
18 to 34 years old	3,6	4
35 to 54 years old	60,9	67
55+ years old	35,5	39
Gender (n = 110)		
Male	15,5	17
Female	84,5	93
School location (NUTS II) (n = 110)		
North	44,5	49
Centre	10,0	11
Metropolitan Area of Lisbon	20,0	22
Alentejo	9,1	10
Algarve	16,4	18
School's formative cycle (n = 108)		
1 st formative cycle	40,7	44
2 nd formative cycle	54,6	59
3 rd formative cycle	73,2	79
Secondary formative cycle	41,7	45
Respondent's role (n = 110)		
Professor	78,2	93
School's administration	2,5	3
Department coordinator	9,2	11
Operational assistant	1,7	2
Social / psychological assistant	2,5	3
Pedagogical assistant	2,5	3
Health assistant	0,8	1
Other staff members	2,5	3

Table 4. Overview of sample characteristics I from Study 2

	Percent (%)	Frequency (n)
Age (n = 36)		
18 to 34 years old	2,8	1
35 to 54 years old	94,4	34
55+ years old	2,8	1
Gender (n = 36)		
Male	19,4	7
Female	80,6	29
Annual household income (n = 34)		
Less than 10 000€	8,8	3
Between 10 000€ and 19 999€	26,5	9
Between 20 000€ and 29 999€	44,1	15
Between 30 000€ and 39 999€	8,8	3
Between 40 000€ and 49 999€	11,8	4
50 000€ or more	0	0

Single-parent household (n = 35)		
No	85,7	30
Yes	14,3	5
Marital status (n = 35)		
Single	2,9	1
Married / together	91,4	32
Divorced / separated	5,7	2
Academic qualifications (n = 36)		
Basic education	8,3	3
Secondary education	44,4	16
University education	47,2	17
Number of people in the household (n = 35)		
2	5,7	2
3	22,9	8
4	40,0	14
5	22,9	8
6 or more	8,6	3
Professional situation (n = 35)		
Employed at full-time	88,6	31
Employed at part-time	2,9	1
Unemployed	0	0
Retired	2,9	1
Other	5,7	2
Number of children (n = 36)		
1	30,6	11
2	38,9	14
3	27,8	10
4 or more	2,8	1

Table 5. Overview of sample characteristics II from Study 2

	Percent (%)	Frequency (n)	Mean (\bar{x})	St. dv. (σ)	range
Did your child have had pre-school education? (n = 36)					
Yes	100	36			
No	0	0			
In which formative cycle is your child? (n = 36)					
1st formative cycle	22,2	8			
2nd formative cycle	22,2	8			
3rd formative cycle	44,4	16			
Secondary formative cycle	11,1	4			
Did your child fail school for at least one year? (n = 36)					
Yes	11,1	4			
No	88,9	32			
What is your child's age? (n = 36)			12,28	2,98	[6-17]

Appendix B – Results of Study 1

Table 6. Results of question regarding safety at school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Safety in schools (n = 110)			
Totally Agree	50,9	56	50,9
Partially Agree	38,2	42	89,1
Neither agree nor disagree	4,5	5	93,6
Partially Disagree	4,5	5	98,2
Totally Disagree	1,8	2	100,0

Table 7. Results of question regarding well-being at school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Well-being in schools (n = 109)			
Totally Agree	36,7	40	36,7
Partially Agree	50,5	55	87,2
Neither agree nor disagree	6,4	7	93,6
Partially Disagree	4,6	5	98,2
Totally Disagree	1,8	2	100,0

Table 8. Results of 7-item scale regarding nurturance at school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Nurturance in schools (n = 108) (7-item scale)			
Totally Agree	53,7	58	53,7
Partially Agree	41,7	45	95,4
Neither agree nor disagree	3,7	4	99,1
Totally Disagree	0,9	1	100,0

Table 9. Results of question regarding parents' involvement in students' schooling

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Parents' involvement in students' schooling (n = 110)			
Totally Agree	8,2	9	8,2
Partially Agree	45,5	50	53,6
Neither agree nor disagree	17,3	19	70,9
Partially Disagree	23,6	26	94,5
Totally Disagree	5,5	6	100,0

Table 10. Results of questions regarding schools' extracurricular activities

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Partnerships with local authorities or other community institutions (n = 109)			
Totally Agree	31,2	34	31,2
Partially Agree	33,0	36	64,2
Neither agree nor disagree	11,0	12	75,2
Partially Disagree	2,8	3	78,0
Totally Disagree	1,8	2	79,8
I do not know	20,2	22	100,0
Diverse offer of extracurricular activities (n = 108)			
Totally Agree	29,6	32	29,6
Partially Agree	34,3	37	63,9
Neither agree nor disagree	14,8	16	78,7
Partially Disagree	5,6	6	84,3
Totally Disagree	1,9	2	86,1
I do not know	13,9	15	100,0
Great adherence by students (n = 108)			
Totally Agree	13,0	14	13,0
Partially Agree	33,3	36	46,3
Neither agree nor disagree	22,2	24	68,5
Partially Disagree	10,2	11	78,7
Totally Disagree	4,6	5	83,3
I do not know	16,7	18	100,0
Quality of extracurricular activities (n = 108)			
Totally Agree	24,1	26	24,1
Partially Agree	36,1	39	60,2
Neither agree nor disagree	21,3	23	81,5
Partially Disagree	2,8	3	84,3
Totally Disagree	,9	1	85,2
I do not know	14,8	16	100,0

Table 11. Results of question regarding healthy and quality food at schools

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Healthy and quality food (n = 110)			
Totally Agree	40,0	44	40,0
Partially Agree	30,0	33	70,0
Neither agree nor disagree	10,9	12	80,9
Partially Disagree	2,7	3	83,6
Totally Disagree	0,0	0	83,6
I do not know	16,4	18	100,0

Table 12. Results of questions regarding the existence of healthcare and psychological support at the school.

	Percent (%)	Frequency (n)
Support office of a healthcare professional (n = 110)		
Yes	90,9	100
No	2,7	3
I do not know	6,4	7
Assistance for the psychological development of students (n = 110)		
Yes	84,5	93
No	2,7	3
I do not know	12,7	14

Table 13. Results of question regarding fighting school inequalities

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Fighting school inequalities (n = 110)			
Totally Agree	45,5	50	45,5
Partially Agree	43,6	48	89,1
Neither agree nor disagree	6,4	7	95,5
Partially Disagree	1,8	2	97,3
Totally Disagree	2,7	3	100,0

Appendix C – Results of Study 2

Table 14. Results of questions regarding safety at the school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Safety in schools (n = 36)			
Totally Agree	47,2	17	47,2
Partially Agree	36,1	13	83,3
Neither agree nor disagree	8,3	3	91,7
Partially Disagree	8,3	3	100,0
Not exposed to violence (n = 36)			
Totally Agree	47,2	17	47,2
Partially Agree	5,6	2	52,8
Neither agree nor disagree	13,9	5	66,7
Partially Disagree	25,0	9	91,7
Totally disagree	2,8	1	94,4
I do not know	5,6	2	100,0

Table 15. Results of 4-item scale question regarding well-being at the school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Well-being in schools (n = 36) 4-item scale			
Totally Agree	58,3	21	58,3
Partially Agree	38,9	14	97,2
Partially Disagree	2,8	1	100,0

Table 16. Results of 6-item scale question regarding nurturance at the school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Nurturance in schools (n = 35)			
Totally Agree	37,1	13	37,1
Partially Agree	37,1	13	74,3
Neither agree nor disagree	17,1	6	91,4
Partially Disagree	8,6	3	100,0

Table 17. Results of question regarding fighting extracurricular activities

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Necessary conditions for extracurricular activities in schools (n = 36)			
Totally Agree	41,7	15	41,7
Partially Agree	25,0	9	66,7
Neither agree nor disagree	8,3	3	75,0
Partially Disagree	11,1	4	86,1
Totally Disagree	5,6	2	91,7
I do not know	8,3	3	100,0

Table 18. Results of questions regarding schools' nutrition and health

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Healthy and quality food (n = 26)			
Totally Agree	34,6	9	34,6
Partially Agree	30,8	8	65,4
Neither agree nor disagree	19,2	5	84,6
Partially Disagree	7,7	2	92,3
Totally Disagree	7,7	2	100,0
The school provides nutritional and health education (n = 30)			
Yes	40,0	12	40,0
No	30,0	9	70,0
I do not know	30,0	9	100,0
The school offers a support office from a health professional (n = 36)			
Yes	63,9	23	63,9
No	16,7	6	80,6
I do not know	19,4	7	100,0

Table 19. Results of questions regarding inequalities at the school

	Percent (%)	Frequency (n)	Cumulative Percent (%)
Feeling of inequality (n = 35)			
Totally Agree	2,9	1	2,9
Partially Agree	11,4	4	14,3
Neither agree nor disagree	25,7	9	40,0
Partially Disagree	54,3	19	94,3
Totally Disagree	5,7	2	100,0
I do not know	2,9	1	2,9
Fighting school inequalities (n = 36)			
Totally Agree	25,0	9	25,0
Partially Agree	33,3	12	58,3
Neither agree nor disagree	11,1	4	69,4
Partially Disagree	11,1	4	80,6
Totally Disagree	19,4	7	100,0
I do not know	25,0	9	25,0

Appendix D – Questionnaire of Study 1

Secção 1. Informações Demográficas

Q4 Indique a sua idade.

- Entre os 18 e os 34 anos.
- Entre os 35 e os 54 anos.
- 55 anos ou mais.

Q5 Indique o seu género.

- Masculino.
- Feminino.
- Outro. _____

Q6 Indique que função desempenha na escola.

Q7 Indique o nome da escola.

Q8 Indique a localização da escola (NUTS II).

- ▼ Norte ... R.A. Madeira

Q9 Indique se a escola é pública ou privada.

- Escola pública.
- Escola privada.

Q10 Qual/Quais o/os ciclo/s que a escola forma?

- 1º ciclo.
- 2º ciclo.
- 3º ciclo.
- Secundário.

Secção 2. Ambiente na Escola

Q12 Relativamente à segurança na escola, selecione a opção que melhor se aplica à seguinte afirmação. (Nota: a presente questão não é relativa à atual situação pandémica e, portanto, não se refere à "segurança higiénica" da escola).

A escola consegue oferecer as condições necessárias no que respeita à segurança dos alunos.

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q13 De que formas consegue a escola oferecer as condições necessárias de segurança aos alunos?

Q14 Por que motivo não consegue a escola oferecer as condições necessárias de segurança aos alunos?

Q15 Por que motivo não concorda nem discorda da afirmação acima?

Q16 O que poderia ser melhorado no âmbito da segurança na escola?

Q17 Relativamente ao bem-estar na escola, selecione a opção que melhor se aplica à seguinte afirmação.

A escola consegue oferecer as condições necessárias no que respeita ao bem-estar dos alunos.

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q18 De que formas consegue a escola oferecer as condições necessárias de bem-estar aos alunos?

Q19 Por que motivo não consegue a escola oferecer as condições necessárias de bem-estar aos alunos?

Q20 Por que motivo não concorda nem discorda da afirmação acima?

Q21 O que poderia ser melhorado no âmbito do bem-estar na escola?

Q22 A escola oferece formação e consciencializa os alunos para os seguintes temas? (selecione as opções que se aplicam à sua escola)

- Bullying e prevenção da violência.
- Educação para Igualdade de Género.
- Multiculturalidade.
- Direitos humanos.
- Não sei.

Q23 De que formas são os alunos consciencializados para estes temas?

Secção 3. Cuidado e Proteção Física e Emocional na Escola

Q25 Relativamente ao cuidado e proteção física e emocional na escola, selecione a opção que melhor se aplica para cada afirmação.

A escola (através dos seus recursos humanos, infraestruturas, etc.) consegue encorajar positivamente os seus alunos (estimular a sua curiosidade, criatividade, cognição).

A escola auxilia os alunos quando em dificuldades.

A escola valoriza os esforços dos alunos e motiva-os.

Os professores apoiam os alunos.

Os alunos apoiam-se uns aos outros.

Os professores conseguem estabelecer canais de comunicação aberta e próxima com as crianças e jovens.

A escola encoraja os alunos a ser assíduos e a envolverem-se em pelo menos uma atividade extracurricular ou associativa.

A escola consegue oferecer as condições necessárias no que respeita ao cuidado e proteção física e emocional na escola.

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q26 De que formas consegue a escola oferecer o cuidado e a proteção física e emocional necessários aos alunos?

Q27 Por que motivo não consegue a escola oferecer o cuidado e a proteção física e emocional necessários aos alunos?

Q28 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer o cuidado e a proteção física e emocional necessários aos alunos?

Q29 O que poderia a escola melhorar no âmbito do cuidado e proteção física e emocional?

Q30 A escola oferece um centro de apoio à aprendizagem (ou seja, um centro que tenha como objetivo apoiar a inclusão das crianças e jovens no grupo/turma e nas rotinas e atividades da escola, bem como promover e apoiar o acesso ao lazer, à participação social e à vida autónoma)?

o Sim.

o Não.

o Não sei.

Secção 4. Envolvimento Familiar no Percurso Escolar do Aluno

Q32 Relativamente ao envolvimento familiar no percurso escolar dos alunos, seleccione a opção que melhor se aplica à seguinte afirmação.

As famílias (nomeadamente os encarregados de educação) estão suficientemente envolvidas no percurso escolar dos alunos.

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q33 De que formas estão as famílias suficientemente envolvidas no percurso escolar dos alunos?

Q34 Por que motivo não estão as famílias suficientemente envolvidas no percurso escolar dos alunos?

Q35 Por que motivo não concorda nem discorda da afirmação acima?

Q36 O que poderia a escola melhorar no âmbito do envolvimento familiar no percurso escolar dos alunos?

Q37 No caso de os pais ou encarregados de educação não exercerem os seus poderes de participação cabe à escola desencadear as medidas apropriadas em função das necessidades educativas identificadas. Tem a escola recursos que lhe permitam desencadear este tipo de medidas?

Sim.

Não.

Não sei.

Secção 5. Atividades Extracurriculares na Escola

Q39 A escola oferece atividades extracurriculares?

- Sim.
- Não.
- Não sei.

Q40 Relativamente às atividades extracurriculares na escola, selecione a opção que melhor se aplica para cada afirmação.

A escola tem diversas parcerias com autarquias ou outras instituições da comunidade, que potenciam sinergias, competências e recursos locais.

A escola consegue oferecer oportunidades extracurriculares diversificadas.

Existe grande adesão, por parte dos alunos, às atividades extracurriculares da escola.

A escola consegue oferecer as condições necessárias no que respeita às atividades extracurriculares de qualidade.

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q41 De que formas consegue a escola oferecer as condições necessárias no que respeita às atividades extracurriculares?

Q42 Por que motivo não consegue a escola oferecer as condições necessárias no que respeita às atividades extracurriculares?

Q43 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer as condições necessárias no que respeita às atividades extracurriculares?

Q44 O que poderia a escola melhorar no âmbito das atividades extracurriculares?

Secção 6. Nutrição e Saúde na Escola

Q46 Relativamente à comida servida na escola, selecione a opção que melhor se aplica à seguinte afirmação.

A escola consegue proporcionar comida saudável e de qualidade.

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q47 A escola oferece formação e consciencializa os alunos para os seguintes temas? (selecione as opções que se aplicam à sua escola)

- Saúde mental.
- Educação alimentar.
- Atividade física.
- Comportamentos aditivos e dependências.
- Afetos e educação para a sexualidade.
- Não sei.

Q48 De que formas são os alunos consciencializados para estes temas?

Q49 A escola oferece algum gabinete de apoio de algum profissional de saúde (médico, psicólogo, assistente social, enfermeiro, etc.)?

- Sim.
- Não.
- Não sei.

Q50 Por favor, especifique: (ex. tipo de profissional, tempo dedicado à escola, tipo de apoio prestado)

Q51 A escola consegue oferecer apoio no desenvolvimento psicológico dos alunos, realizados por serviços de psicologia ou orientação escolar profissional inseridos em estruturas regionais escolares?

- Sim.

o Não

o Não sei.

Q52 De que formas oferece a escola tal apoio?

Q53 Que outras boas práticas tem a escola quanto a nutrição e saúde?

Q54 O que poderia a escola melhorar no âmbito da nutrição e saúde?

Secção 7. Desigualdades na Escola

Q56 Relativamente às desigualdades na escola, selecione a opção que melhor se aplica à seguinte afirmação.

A escola consegue oferecer as condições necessárias no que respeita ao combate das desigualdades escolares (nomeadamente promovendo um ambiente inclusivo, igualdade de oportunidades de acesso e sucesso escolar).

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q57 De que formas consegue a escola oferecer as condições necessárias no que respeita ao combate das desigualdades?

Q58 Por que motivo não consegue a escola oferecer as condições necessárias no que respeita ao combate das desigualdades?

Q59 Por que motivo não concorda nem discorda da afirmação acima?

Q60 O que poderia a escola melhorar no âmbito das desigualdades escolares?

Secção 8. Boas Práticas da Escola

Q62 Tem a escola algum projeto / iniciativa / boa prática especificamente desenvolvido pela mesma, que se foque na prevenção e redução do abandono escolar e do absentismo, na promoção do sucesso educativo de todos os alunos ou na erradicação da pobreza e que lhe pareça oportuno destacar no presente questionário?

Appendix E – Questionnaire of Study 2

Secção 1. Informações Demográficas

Q4 Indique a sua idade.

- Entre os 18 e os 34 anos. (1)
- Entre os 35 e os 54 anos. (2)
- 55 anos ou mais. (3)

Q5 Indique o seu género.

- Masculino. (1)
- Feminino. (2)
- Outro. (3) _____

Q6 Indique o rendimento anual do agregado familiar.

- Menos de 10 000€. (1)
- Entre 10 000€ e 14 999€. (2)
- Entre 15 000€ e 19 999€. (3)
- Entre 20 000€ e 24 999€. (4)
- Entre 25 000€ e 29 999€. (5)
- Entre 30 000€ e 34 999€. (6)
- Entre 35 000€ e 39 999€. (7)
- Entre 40 000€ e 49 999€. (8)
- 50 000€ ou mais. (9)

Q7 Indique a sua área de residência (NUTS II).

- ▼ Norte (133) ... R.A. Madeira (139)

Q8 Indique se o seu agregado é monoparental.

- Sim. (1)
- Não. (2)

Q9 Indique o seu estado civil.

- Solteiro. (1)
- Casado. (2)
- Divorciado / Separado. (3)
- Viúvo. (4)
- União de Facto. (5)

Q10 Indique as suas habilitações literárias.

- Ensino Primário. (1)
- Ensino Básico. (2)
- Ensino Secundário. (3)
- Ensino Superior. (4)

Q11 Por quantas pessoas é constituído o agregado?

- 2. (1)
- 3. (2)
- 4. (3)
- 5. (4)
- 6 ou mais. (5)

Q12 Indique a sua situação profissional.

- Empregado a tempo inteiro. (7) ... Outro. (12)

Q13 Indique quantos filhos tem.

- 1. (1)
- 2. (2)
- 3. (3)
- 4 ou mais. (4)

Secção 2. Questões Gerais sobre o Aluno

Q16 Indique se o/a seu/sua filho/a teve educação pré-escolar.

- Sim. (1)
- Não. (2)

Q17 Indique em que fase de escolaridade se encontra o/a seu/sua filho/a.

- 1º ciclo de ensino (ensino primário – 1º ao 4º ano) (1)
- 2º ciclo de ensino (ensino básico – 5º ao 6º ano) (2)
- 3º ciclo de ensino (ensino básico – 7º ao 9º ano) (3)
- Ensino secundário (10º ao 12º ano) (4)

Q18 Indique se o/a seu/sua filho/a já reprovou.

- Sim. (1)
- Não. (2)

Q19 Indique a idade do/da seu/sua filho/a.

Q20 Indique o nível de sucesso escolar do/da seu/sua filho/a, no que respeita a classificações e desempenho escolar.

- Extremamente satisfatório. (13)
- Parcialmente satisfatório. (14)
- Nem satisfatório nem insatisfatório. (15)
- Parcialmente insatisfatório. (16)
- Extremamente insatisfatório. (17)

Q21 Indique o nível de satisfação do/da seu/sua filho/a na escola.

- Extremamente satisfeito. (1)
- Parcialmente satisfeito. (2)
- Nem satisfeito nem insatisfeito. (3)
- Parcialmente insatisfeito. (4)
- Extremamente insatisfeito. (5)

Q22 Indique que escola o/a seu/sua filho/a frequenta.

Q23 Indique a localização da escola (NUTS II).

▼ Norte (4) ... R.A. Madeira (10)

Secção 3. Ambiente na Escola

Q25 Relativamente ao ambiente na escola, selecione a opção que melhor se aplica para cada afirmação. (Nota: as questões relativas a "segurança" não se referem à atual situação pandémica e, portanto, não são referentes à "segurança higiénica" da escola).

O/A seu/sua filho/a gosta de ir para a escola. (1)

O/A seu/sua filho/a está exposto/a a violência física, verbal ou emocional. (2)

O/A seu/sua filho/a gosta dos professores na escola. (3)

O/A seu/sua filho/a gosta dos seus colegas na escola. (4)

O/A seu/sua filho/a sente-se seguro na escola. (5)

A escola oferece as condições necessárias no que respeita à segurança aos alunos. (6)

O/A seu/sua filho/a sente bem-estar na escola. (7)

A escola oferece as condições necessárias no que respeita ao bem-estar aos alunos. (8)

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q26 De que formas consegue a escola oferecer as condições necessárias de segurança aos alunos?

Q27 Por que motivo não consegue a escola oferecer as condições necessárias de segurança aos alunos?

Q28 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer as condições necessárias de segurança aos alunos?

Q29 O que poderia ser melhorado no âmbito da segurança na escola do/da seu/sua filho/a?

Q30 De que formas consegue a escola oferecer as condições necessárias de bem-estar aos alunos?

Q31 Por que motivo não consegue a escola oferecer as condições necessárias de bem-estar aos alunos?

Q32 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer as condições necessárias de bem-estar aos alunos?

Q33 O que poderia ser melhorado no âmbito do bem-estar na escola do/da seu/sua filho/a?

Secção 4. Cuidado e Proteção Física e Emocional na Escola

Q35 Relativamente ao cuidado e proteção física e emocional na escola, selecione a opção que melhor se aplica para cada afirmação.

O/A seu/sua filho/a sente-se respeitado/a e ouvido/a na escola. (1)

O/A seu/sua filho/a sente que o/a encorajam positivamente na escola (estimulam a sua curiosidade, criatividade, cognição). (2)

O/A seu/sua filho/a sente-se ajudado/a quando sente dificuldades. (3)

O/A seu/sua filho/a sente-se valorizado/a pelo seu trabalho e esforço na escola. (4)

O/A seu/sua filho/a sente-se apoiado/a pelos professores. (5)

O/A seu/sua filho/a sente-se apoiado/a pelos colegas. (6)

A escola oferece as condições necessárias no que respeita ao cuidado e proteção física e emocional dos alunos. (7)

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q36 De que formas consegue a escola oferecer o cuidado e a proteção física e emocional necessários aos alunos?

Q37 Por que motivo não consegue a escola oferecer o cuidado e a proteção física e emocional necessários aos alunos?

Q38 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer o cuidado e a proteção física e emocional necessários aos alunos?

Q39 O que poderia a escola melhorar no âmbito do cuidado e proteção física e emocional na escola do/da seu/sua filho/a?

Secção 5. Envolvimento Familiar no Percurso Escolar do Aluno

Q41 Relativamente ao envolvimento familiar no percurso escolar do/da seu/sua filho/a, selecione a opção que melhor se aplica à seguinte afirmação.

A família (nomeadamente o encarregado de educação) está suficientemente envolvida no percurso escolar do/da seu/sua filho/a. (1)

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q42 De que formas está a família suficientemente envolvida no percurso escolar do aluno?

Q43 Por que motivo não está a família suficientemente envolvida no percurso escolar do aluno?

Q44 Por que motivo não concorda nem discorda da afirmação acima?

Q45 O que poderia a escola melhorar no âmbito do envolvimento familiar no percurso escolar dos alunos?

Secção 6. Atividades Extracurriculares na Escola

Q47 A escola oferece atividades extracurriculares?

Sim. (1)

Não. (2)

Não sei. (3)

Q48 O/A seu/sua filho/a frequenta alguma atividade extracurricular escolar?

Sim. (1)

Não. (2)

Q49 Qual/Quais frequenta?

Q50 Por que motivo não frequenta?

Q51 Relativamente às atividades extracurriculares na escola, selecione a opção que melhor se aplica à seguinte afirmação.

A escola oferece as condições necessárias no que respeita às atividades extracurriculares. (1)

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q52 De que formas consegue a escola oferecer escola as condições necessárias no que respeita às atividades extracurriculares?

Q53 Por que motivo não consegue a escola oferecer as condições necessárias no que respeita às atividades extracurriculares?

Q54 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer as condições necessárias no que respeita às atividades extracurriculares?

Q55 O que poderia a escola melhorar no âmbito das atividades extracurriculares?

Q56 O/A seu/sua filho/a frequenta alguma atividade extracurricular particular (não escolar)?

Sim. (1)

Não. (2)

Q57 Qual/Quais frequenta?

Secção 7. Nutrição e Saúde na Escola

Q59 O/A seu/sua filho/a alimenta-se na escola (ex: cantina ou bar)

Sim. (1)

Não. (2)

Não sei. (3)

Q60 Relativamente à comida servida na escola, selecione a opção que melhor se aplica à seguinte afirmação.

A escola proporciona comida saudável e de qualidade. (1)

Concordo totalmente (34) Concordo parcialmente (35) Nem concordo nem
discordo (36) Discordo parcialmente (37) Discordo totalmente (38) Não sei (39)

Q61 A escola oferece educação nutricional e de saúde aos alunos.

Sim. (1)

Não. (2)

Não sei. (3)

Q62 A escola oferece algum gabinete de apoio de algum profissional de saúde (médico, psicólogo, assistente social, enfermeiro, etc.)?

Sim. (1)

Não. (2)

Não sei. (3)

Q63 O que poderia a escola melhorar no âmbito da nutrição e saúde?

Secção 8. Desigualdades na Escola

Q65 Relativamente às desigualdades na escola, selecione a opção que melhor se aplica para cada afirmação.

O/A seu/sua filho/a sente-se excluído pelos professores. (1)

O/A seu/sua filho/a sente-se excluído pelos colegas. (2)

O/A seu/sua filho/a sente-se inferior e diferentemente tratado na escola. (3)

A escola oferece as condições necessárias no que respeita ao combate das desigualdades escolares (nomeadamente promovendo igualdade de oportunidades de acesso e sucesso escolar). (4)

Concordo totalmente (1) Concordo parcialmente (2) Nem concordo nem
discordo (3) Discordo parcialmente (4) Discordo totalmente (5) Não sei (6)

Q66 De que formas consegue a escola oferecer as condições necessárias no que respeita ao combate das desigualdades?

Q67 Por que motivo não consegue a escola oferecer as condições necessárias no que respeita ao combate das desigualdades?

Q68 Por que motivo não concorda nem discorda quanto ao facto de a escola conseguir oferecer as condições necessárias no que respeita ao combate das desigualdades?

Q69 O que poderia a escola melhorar no âmbito das desigualdades escolares?

Secção 9. Boas Práticas da Escola

Q71 Tem a escola algum projeto / iniciativa / boa prática especificamente desenvolvido pela mesma, que se foque na prevenção e redução do abandono escolar e do absentismo, na promoção do sucesso educativo de todos os alunos ou na erradicação da pobreza e que lhe pareça oportuno destacar no presente questionário?
