

INTERACT
Centro de Estudos Sociais, Portugal
WP11 – Empirical Study

I. Empirical study: main stages and methods

The empirical study comprised several stages and combined both qualitative and quantitative methods. Research questions and data collection tools, namely interview guide and a questionnaire, were developed in WP10. The Portuguese team, as the 10 & 11 WPs leaders initiated the process by creating and proposing a preliminary version of the main empirical tools, i.e. interview guide and a questionnaire.

1.1 Piloting stage

Empirical study techniques first obtained an approval on the part of the National Commission for Data Protection. Upon this, both tools, still within the scope of Work Package 10 and described in its report, were piloted with teachers at various levels of education. The **interview guide** was tested in the format of an **individual interview**, by taking two interviews in different schools of each education level, namely in primary schools (6-9 year-old-students), basic education schools (10-15 year-old students) and secondary schools (15-17 year-old-students), and of a **focus group format** with a group of secondary school teachers who taught different subjects at the same school setting. The **questionnaire** proposal was similarly distributed among teachers working at various levels of education, of which twelve copies were returned.

1.2. Main fieldwork

1.2. a. The scale of the empirical study

Having discussed the results of the piloting stage, the Portuguese team introduced changes progressively into both empirical tools and developed a strategy of the fieldwork ahead. It consisted in (a) launching a **nation-wide online questionnaire** (which collected data from both continental Portugal and the Madeira and Azores islands), (b) carrying out **focus group interviews** with teachers working in schools coordinated by the **regional educational authorities of the Centre and of the Greater Lisbon** (read the following sections for the selection criteria and the regions' characterization), (c) completing **individual interviews with teachers at several schools of those regions**, and (d) doing **participant observation** at **some classrooms**.

Once the first contact with the regional educational authorities and with executive boards of different schools in the two areas was established, and their approval received, the empirical study started its course. Individual and focus group interviews were carried out simultaneously, and helped to adjust the questionnaire as a tool. So the questionnaire was launched online after the first bulk of the interviews had been completed.

Overall, 15 different schools became the fieldwork base for individual interviews in the Greater Lisbon and Coimbra area, 5 and 10 respectively. 34 teachers were interviewed individually in the Coimbra area, and 35 – in the area of Greater Lisbon.

The team organised 6 focus group interviews with teachers of different subjects in the areas of the Greater Lisbon, and 4 group interviews --- in various towns of the central part of Portugal. The total number of 75 teachers took part in the focus group interviews, of which 32 interviewees in the central part of the country and 43– in Lisbon and outskirts.

The overall numbers are presented in the Fig.1 below. The detailed field and sample descriptions will follow in the next sections.

| Schools | | Interviews Coimbra and Centre of Portugal | | Interviews Lisbon and outskirts | |
|-----------------------------------|----------------|-------------------------------------------|--------------------|--------------------------------------|--------------------|
| Coimbra region | Greater Lisbon | Individual | Focus group | Individual | Focus group |
| 10 | 5 | 34 | 4 (32 teachers) | 35 | 6 (43 teachers) |
| Total number of fieldwork schools | | Total number of participant teachers | | Total number of participant teachers | |
| 15 schools | | 66 teachers | | 78 teachers | |
| | | Total number of teachers interviewed: 144 | | | |

Figure 1. Number of schools and teachers in the study

1.2. b. Methods

The schools were selected according to the following guiding criteria:

- heterogeneity vs. homogeneity (social and ethnic);
- rural or suburban vs. urban context

Besides, the target sample had to be representative and evenly distributed in terms level of schooling and geographical location. Ideally, the distribution in terms of age, teaching experience

and subjects should be equally even. Gender was also taken into consideration, so given the overwhelming female majority in the teaching profession; the sample had to reflect it.

The average **individual interview** lasted 30-40 min. and was taped. It was **semi-structured** as the interviewer would use the approved interview guide, yet was allowed a relative flexibility in terms of relevance of elicited information to the project issues. The interview would take place on site, in a room chosen by the interviewee or the school board -- usually in a teachers' room, or tutors' room, a library or a lab, any room where the interview could be carried out on individual basis being least interrupted. The school administration or another teacher informant would usually appoint an interviewee that would fit the required criteria (level of teaching, experience, and gender) as well as would arrange a date for the interview. On some occasions the interviewer may be acquainted with the interviewee from the previous onsite contact.

The guidelines similar to those of individual interviews were followed in the course of organising focus group interviews with the help of a host institution (a university, a governmental organisation, a teacher training centre). The group to be interviewed would have to be as heterogeneous as possible in terms of gender, age, professional and personal experience, teaching subject and school site.

The **focus group interview** would normally last over an hour and was also led along the guidelines of the same interview guide. Seating plan of each particular group was drawn every time. One of the Portuguese research team members would take a role of an observer.

The first round of individual and focus group teacher interviews helped reshape the **questionnaire**, which was **available online**. The team used various means of contacting schools all over Portugal (post, fax, e-mail), in order to receive a high number of returns.

The triangulation of the data was also addressed by doing **participant observation** in two selected school settings, also in Lisbon and Coimbra. The scope of observation was "one school-one class-one teacher", focusing upon the teaching and learning environment as well as practices in one particular class (ethnically and socio-economically heterogeneous), led by one particular teacher, during her/his subject class as well as during civic education class and class project activities.

II. Field description

II.1. Overall field description

The fieldwork was based in 15 different schools, 5 of those schools are situated in the Greater Lisbon area and 10 – in Coimbra and outskirts. The field consists of mainly urban schools, however 5 targeted school settings around Coimbra can be described as rural/suburban and one

of the schools in the Lisbon area is suburban. The remaining 9 schools are distributed between the urban settings in Coimbra and Lisbon as follows: 4 of them are located in the Greater Lisbon (3 of them downtown) and 5 – in Coimbra (1 downtown and the rest in middle class neighbourhoods).

As far as a schooling level is concerned, the field is comprised by:

- 5 primary schools (1 – in Lisbon and 4 in Coimbra);
- 4 middle schools (10-15 year-old students; 1 in Lisbon and 3 in Coimbra);
- 4 secondary schools (1 in Lisbon and 3 in Coimbra);
- 2 schools which incorporate more than one level of schooling (a school complex for 6 to 17 year-old students and a school for 12 to 17 year-old; both in Lisbon or outskirts).

The distribution between levels of schooling in the fieldwork study is summarized in Figure 2 below:

| Level of schooling | Coimbra region | Greater Lisbon | Total number of schools by level |
|---------------------------------------|----------------|-----------------------------------------------|----------------------------------|
| Primary schools | 4 | 1 | 5 |
| Middle schools | 3 | 1 | 4 |
| Secondary schools | 3 | 1 | 4 |
| “Mixed schools” (more than one level) | - | 2 (1 – primary+middle; 1– middle + secondary) | 2 |

Figure 2. Fieldwork schools by level

On average, the targeted schools are quite big, where the number of students varies from 160 to 600 students. However, there are small schools, like a little rural school (with 9 students), and large ones, like a school complex designed to accommodate more than 700 students. Accordingly, there tend to be more movement at the bigger schools throughout the day as they have to operate in various shifts (morning, afternoon, and evening). Unlike the morning and afternoon shifts, the evening shift is meant for mature students (over 16 years of age). So the interviewees related mainly their experience of working with the students of morning or afternoon shifts, which is regular attendance shifts.

II.1.a. Geographical factors and heterogeneity

Coimbra is a university city in the centre of Portugal with an industrial fringe on the outskirts and rural suburbs, and a little number of international bus/train routes. Lisbon, in contrast, is a large metropolitan region with a great industrial as well as tourist suburban area with daily international connections by air, sea and land. Since the capital generally attracts more mobility, the Lisbon

school population tends to be more heterogeneous both in terms of ethnicity and class (DEB, 2003, p.13)¹. Compared to Coimbra, there is a greater variety and number of ethnic groups represented in classrooms: Chinese, Indians, Brazilians, from former Portuguese African colonies, Eastern Europeans, Romani, EU nationals. Sometimes the ethnic diversity within school translates also into age difference within a classroom setting, as at least in one of the targeted schools foreign-born recently arrived students were placed two classes below their peers.

In suburban and peripheral school settings in Lisbon (*Lumiar*, *Charneca de Caparica*) a greater presence of a certain migrant group was observed and commented upon by the informants. For example, whereas in the *Lumiar* school Cape-Verdeans turned out to be the most numerous group, in *Charneca de Caparica* there were more Brazilians. This fact may reflect socioeconomic patterns of mobility for each group in question.

Socioeconomic mobility patterns can also account for the considerable number of students from an impoverished background in Lisbon school contexts, especially in the downtown area. Consequently, there is a great percentage of students supported by various social and psychological programmes.

As it has been mentioned earlier, school settings in urban Coimbra are generally not as ethnically heterogeneous as those in Lisbon. Our interviewees in the Coimbra section of the fieldwork estimated the percentage of non-native school population to be about 5 percent. The ethnic makeup is quite similar to that of the Lisbon school settings, where main groups come from former Portuguese colonies, China, Brazil, East of Europe and EU. Nevertheless, there is not such a variety of non-Portuguese speaking groups.

Most informants in Coimbra described diversity in their contexts mainly in terms of economic standards since there is a number of students from surrounding rural settings whose life experience is distinctly different from the rest of the classroom. Similarly to the schools in Lisbon, because of their central location and subsequent transport connections, the downtown schools attract many pupils from rural settings and social institutions.

Some of the targeted schools in smaller towns in rural contexts are overpopulated (Montemor-o-Velho, Lousã). Just like in Lisbon suburban schools, in some of those schools a concentration of one particular ethnic group can be observed (e.g. Montemor-o-Velho, Pelichos – Romani).

¹ *Departamento da Educação Básica, 2003 -- Caracterização Nacional dos Alunos com Língua Portuguesa como Língua não Materna.* [National Characterization of the Students of Portuguese as Non-native Language – Department of Basic Education]
http://www.oi.acime.gov.pt/docs/rm/caracterizacao_nacional_2002_lingua%20portuguesa%20com%20%20lingua.pdf

II.1.b. Schooling level and heterogeneity

According to the official data of the Ministry of Education presented in February 2006, the level of ethnic heterogeneity tends to decrease from the primary school to the secondary level throughout the country (GIASE, 2006, pp. 22-27)². In the course of the fieldwork, the Portuguese research team were able to notice this trend in both regions. This tendency may be linked to several factors. First, it may reflect the fact that mass immigration (especially from non-Portuguese speaking countries) is a recent phenomenon in Portugal. Only in the last five years Eastern migrant workers started to bring their families into the country, usually with smaller children so that they could start their education in Portugal, while older children were left in the home country. A considerable number of children was born in migrant families in Portugal, so the tendency would seem to stay up.

Besides, socioeconomic reasons might underlie the observed decrease in ethnic and class heterogeneity towards secondary level. Having completed the compulsory education, students might enter the labour market or go on to technical schools to obtain a professional training, which will allow them to support themselves and their families.

II.1.c. School management and heterogeneity

The Portuguese research team members were able to note a certain division in time and space of diverse school population. For example, secondary schools in Lisbon have morning, afternoon and evening shifts which may differ in terms of socioeconomic class and ethnic makeup. As far as the targeted schools in Coimbra are concerned, the time division may be reinforced by division in space, since school buildings of the complex (sometimes as many as 6 buildings) are fanned around the school site, while there is not much student movement between them. Consequently pupils from different shifts and levels would only meet during the longer break. This kind of space organisation is quite common throughout the country and dates from the 1980s – the years when the Portuguese state had to accommodate drastically increased school population as a result of the post-revolution processes (the end of the colonial war, and the consequent return of the families of Portuguese colonists as well as some of the ex-colonised, mainly those who were more assimilated and later on war refugees, together with the return of Portuguese emigrants, as

² *Gabinete de Informação e Avaliação do Sistema Educativo, February 2006 -- Alunos Matriculados por Grupo Cultural/Nacionalidade: Dados Preliminares* [Office for Information and Evaluation of Educational System – Enrolled students according to cultural group/ nationality: Preliminary data] http://www.giase.min-edu.pt/upload/docs/GCN_01_04.pdf

a result of an improvement in the country's economy, and political refugees, who had fled from political persecution or the army service).

II.2. School sites

Even though each school context is different from the other, some of the targeted schools stood out from the rest of the fieldwork schools, either in terms of the makeup of its school population, in socioeconomic circumstances, or in attitude towards the ongoing empirical study. This section will describe those schools at some length.

II.2.a. Lousã – an inclusive school

Lousã is a small town in a rural area near Coimbra. This region has a unique ethnic makeup since for years it has received families from the Netherlands, Germany, Belgium and England, who came there in search of an escape from their stressful realities. Some of those families used to lead alternative lifestyles in their home countries. The “escapers” bought old dilapidated houses, houses in ruins, and farmlands in remote villages and settled to live in Portugal with their families. Their children started going to schools in Lousã alongside Portuguese children as well as children from other migrant communities (who came from other Portuguese-speaking countries in Africa, from Brazil or Eastern Europe).

It is not only the unusual patterns of migration and different lifestyles of the newcomers that makes Lousã and its schools unique. The middle school of Lousã has put the broader view of inclusive education to practice. Children with disabilities were successfully integrated in classrooms with other students. This practice has been kept and developed throughout the years in the primary and middle schools in Lousã. As a result, compared to other schools in the region, these schools have a greater average rate of disabled students. To secure a greater quality of integration of these students, the Lousã schools have always worked together with regional social services, healthcare institutions and the town hall. Moreover, some of the former students with disabilities are employed by the school, so the students are used to interacting with handicapped people everyday. The interviewed teachers commented on their students' readiness and willingness to help, to communicate, and to include their incapacitated classmates into each and every classroom and playground activity. The headmaster stressed that, thanks to the inclusive practices already in place within the setting, the school was prepared to receive students from any cultural or social background.

II.2.b. Pelichos – Gypsy school

This is the smallest school in the study, with only 9 students (out of the 15 enrolled) and two teachers. The school stands out from the rest of the fieldwork schools due to the fact that all its students come from the Romani campground nearby. This is the outcome of the history of conflicts that raged between the parents of the children of local community and the Romani parents. In the end, the Portuguese community parents decided to transfer their children to other schools of the region. As a result, the school population became reduced to the 15 students of Romani origin. Nevertheless, there was no intervention on the part of the regional educational authority or the town hall, despite the fact that this school had ended up as a segregated school which goes against the Portuguese law. The Pelichos teachers feel that their school is somewhat ignored and segregated from other schools and consider this a discriminatory practice (for example, despite being invited to the school parties, the authority representatives never came to the school; there is no library support either).

II.2.c. Coimbra, Infanta Dona Maria – the best national state school.

For several years this secondary school has been ranked the best national state establishment. Consequently, it is particularly attractive to those who want to ensure their access to university education. As the school receives pupils from everywhere in the Coimbra region, it had to develop an enrolment selection procedure. As a result, the school population (645 students) is quite homogeneous both socioeconomically and ethnically. Apart from a few students from Eastern Europe and China, no cultural differences were apparent between the students. Most students come from a Portuguese middle and upper class.

II.2.d. Escola de Pedrulha - dealing with consequences of a previous research study

The fieldwork has shown that this kind of research has also to take into account and has to deal with repercussions and consequences of previous studies on the targeted sites. Thus, whereas the Pedrulha school board supported the project study on the piloting stage, and gave its formal approval for the subsequent stages of the research, later on it refused to collaborate in either individual or focus group interviews. The reason for this change in attitude turned out to be the fact that the school had been presented in a bad light in the published results of a previous study of the same setting. In the end this school did not join our empirical research.

II.2.e. Escola de Pena – the first primary school in Lisbon

Dating from 1875, this school in the historic centre of Lisbon is the first primary school of the capital. Given its architectonic features, as well as historic artefacts, the school has acquired the

status of a museum – the fact underlining everyday school practices. Students enter the school where the tradition and history (e.g. present in the photographs of uniformed students of 1934-1935; former Portuguese national symbols) lives alongside its diverse present. The school population (about 160 students) is very heterogeneous ethnically – students come from China, India and Pakistan, Brazil, Angola, Eastern European countries. A large part of the Portuguese-speaking students come from social institutions and single-parent families, and families with economic difficulties. Many different languages, cultures and religions live side by side in the school.

II.2.f. Charneca de Caparica

Being situated in the seaside area immediately to the south of Lisbon, the capital, the school in Charneca de Caparica has always received students of migrant origin, both children of immigrants (especially Brazilians and from other Portuguese-speaking countries) and Portuguese emigrants. Due to the recent wave of non-Portuguese speaking immigration, further increase in ethnic diversity has been observed: the school started to receive students from Eastern European countries.

It is a large complex of modern buildings accommodating 700 students in 29 classes from 6 to 15 years. The school operates in two shifts, i.e. morning and afternoon shifts and employs 70 teachers and 30 members of administrative staff.

The school teachers collaborate actively with the local in-service teacher education centre and various NGOs. Moreover, a school cooperation network of more experienced members of the teaching staff was created in order to provide support, consultancy for new teachers and develop teaching resources for newly emerging curricular and non-curricular areas (Civic Education was one of those areas some decades ago).

II.2.g. Marquesa de Alorna and Lumiar - Signs of change

These two schools have changed drastically in terms of their school population in the recent years. Historically, these large public schools (especially Marquesa de Alorna, which is situated in a traditionally upper-middle class residential area) have received Portuguese students of upper and middle socioeconomic background. The Marquesa de Alorna school has been a site of some pedagogical innovations (resources centre, new syllabus introduction).

Nowadays, children of the inhabitants of social housing districts (low income Portuguese, Portuguese-speaking Africans – Cape-Verdeans, Angolans) and of newly arrived migrant workers (Chinese and Eastern Europeans) have started to go to those schools. So, well-off Lisbon

parents have tended to send their children to private schools in the area instead. Once relatively homogeneous, these schools had to provide for large ethnic and religious diversity in their classrooms.

III. Sample description

III.1. Overall description

This section will describe the empirical study participants, both of individual and focus group interviews, in terms of gender, age, level and subject they teach. The overwhelming majority, almost 80 per cent of the interviewees in the study, are women. On average, the interviewees in the Greater Lisbon area are in their 40s, which is younger than in Coimbra. The focus group interviewees are older than the interviewed individually. Approximately equal number of teachers was interviewed at different levels of teaching: 21 teachers at the primary level, 23 – at the middle level, and 25 – at the secondary level.

III.2. Individual teacher interviewees

III.2.a. Primary schools: Coimbra vs. Lisbon

A half of the total number of the teachers interviewed at the primary level during the project empirical study has long teaching experience (over 20 years). In contrast, about a fifth of the primary teachers have taught for less than 10 years.

The research team interviewed 11 primary teachers in Coimbra and 10 – in Lisbon. The school years are represented relatively evenly in the Coimbra and Lisbon area (see Fig.3). Some of the interviewees worked with students from several forms due to the specificity of their work, like for example the teachers in Pelichos school, or in special education.

| | Coimbra | Lisbon | Total (by form) |
|----------------------------------------|---------|--------|-----------------|
| 1 st form | 2 | 4 | 6 |
| 2 nd form | 2 | 2 | 4 |
| 3 rd form | 1 | 1 | 2 |
| 4 th form | 2 | 3 | 5 |
| 1 st -4 th forms | 2 | -- | 2 |
| 2 nd -3 rd forms | 1 | -- | 1 |
| Special education | 1 | | 1 |
| Total interviews | 11 | 10 | 21 |

Figure 3. Distribution by form and region in the sample

As for the age of the interviewees, the teachers in Lisbon (30-40 years of age) are on average younger than in Coimbra (40-50 years), which repeats the overall tendency in the sample. The

pattern similarly repeats in terms of gender distribution: 9 women and 2 men were interviewed in the Coimbra area, and 8 women and 2 men – in the Greater Lisbon.

III.2.b. Middle schools: Coimbra vs. Lisbon

Almost half of the number of the teachers interviewed at the middle schools is comprised by experienced teachers with over 20 years of teaching, only one teacher is just starting his/her career. The total of 23 teachers was interviewed at this level, 14 -- in the Greater Lisbon and 9 in Coimbra and surrounding areas.

In Portuguese educational system middle level is divided into 2 "cycles", "2º and 3º ciclo": the 10-11 year-old- students enter the 2º ciclo (5th-6th forms), whereas 12-15 year-old students pass on to the 3º ciclo (7-9th forms). Teachers usually work within the "cycle", yet there are subjects which are taught across the two cycles.

The distribution between "cycles" is quite even in Coimbra and Lisbon, namely 4 teachers were interviewed in 2º ciclo and 3 – in 3º ciclo in Coimbra; 7 teachers – in 2º ciclo and 6 teachers – in 3º ciclo in Lisbon. 3 teachers from the empirical study work with students from both "cycles" (moral and religious education and musical education teachers).

Women again comprise the overwhelming majority of middle school teachers: 7 out of 9 interviewees in Coimbra, and 11 out of 14 teachers in Lisbon. The age group distribution similarly repeats the overall pattern: the Lisbon interviewees are on average younger than those interviewed in Coimbra.

The difference between the primary school and the subsequent levels of schooling consists in teacher specialization in a particular subject area (e.g. Languages, Sciences, Arts, Social Sciences, and Natural Sciences). Even though the research team made an attempt to include teachers of every subject taught at the middle level, some subject areas happened to be more represented than others in the sample. Thus, the most represented subject areas happen to be that of Languages (Portuguese, English -- 6 teachers in Coimbra and Lisbon), Sciences (Maths, Physics and Natural Sciences – also 6 teachers in both regions), and Arts (Visual Education and Musical Education -- 5 teachers in the schools in Coimbra and Lisbon). Other represented subjects include History and Geography (4 teachers) and Physical Education (1 teacher). As it happens, the middle schools subjects are more evenly represented in the Lisbon sample. The distribution of data between subject areas and "cycles" is summarized in Fig.4 below:

| Subjects | Coimbra | | Lisbon | |
|------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | 2º ciclo (5-6 th forms) | 3º ciclo (7-9 th forms) | 2º ciclo (5-6 th forms) | 3º ciclo (7-9 th forms) |
| Portuguese | 1 | | 1 | |
| English | 1 | 1 | 1 | 2 |

| | | | | |
|---------------------------------------------|---|---|----|---|
| Mathematics | 2 | 1 | 1 | |
| Physics | | | | 1 |
| Natural Sciences | | 1 | | |
| Musical Education | | | | 1 |
| Visual Education | 1 | | 2 | 1 |
| History (History and Geography in 2º ciclo) | | | 1 | 1 |
| Geography | | | | 1 |
| Physical Education | | | 1 | |
| Moral and Religious Education | | 1 | | |
| Total interviews (by ciclo) | 5 | 3 | 7 | 6 |
| Total interviews (by region) | 9 | | 14 | |

Figure 4. Distribution between subjects and “cycles” at the middle level

III.2.c. Secondary schools: Coimbra vs. Lisbon

The research team interviewed 25 teachers who work at the secondary level. This section of the sample reflects the overall tendencies in the data: women still constitute the majority of the interviewed teachers - 11 out of 15 interviewed in the Coimbra region, and 9 out of 10 in the Greater Lisbon. Besides, about a half of the number of the teachers has a long teaching experience (over 20 years), 3 teachers are starting their career, that is, have worked for less than 10 years at school. However, unlike in the data concerning primary and middle schools, there is no big average age difference between the Coimbra and Lisbon secondary school teachers, since both groups are on average between 40 and 50 years old.

As far as the subject areas are concerned, the most represented area turn out to be Languages and Sciences, i.e. 12 teachers and 5 teachers respectively (Biology, Physics, Chemistry) in both Coimbra and Lisbon regions. Other secondary school subjects are distributed relatively evenly across regions (see Fig. 5):

| Subjects | Coimbra | Lisbon |
|-----------------------------------------|---------|--------|
| Portuguese | | 1 |
| English | 3 | 3 |
| French | 1 | |
| Latin | 1 | |
| Portuguese + French | 1 | 1 |
| Portuguese as Foreign Language +English | 1 | |
| Physics and Chemistry | 3 | 1 |
| Biology | | 1 |
| History | | 1 |
| Philosophy | 1 | 1 |
| Economy | 2 | |

| | | |
|-------------------------------|----|----|
| Moral and Religious Education | 1 | |
| Physical Education | 1 | 1 |
| Total interviews (by region) | 15 | 10 |

Figure 5. Distribution between subjects at the secondary level

III.3. Focus group interviewees

The project research team conducted 10 focus group interviews in total, 6 group interviews with the teachers from the Greater Lisbon area, about 100 km around the capital (marked blue in Fig.6); and 4 group interviews – with teachers from Coimbra and up to 80 km surrounding area (marked pink in Fig.6):



Figure 6. Focus group interviewees -- geographical distribution

Three of the focus groups were oriented towards a particular subject area, namely 2 groups brought together language teachers, traineeship supervisors in teaching Portuguese and English), and the 3rd one – science teachers, also traineeship supervisors (Physics and Chemistry). Three focus groups were organised in such a way so that to interview educators of certain levels of schooling. Thus, two of them comprised teachers of different subjects who worked in 1st up to 6th forms, that is, within primary education+2^o ciclo; and one of them brought together teachers who worked in 7th-12th forms, in other words, within 3^o ciclo and secondary level. The other 5 focus groups were constituted on a multidisciplinary basis, in order to include

teachers from different levels and subject areas. As a result, the distribution between subject areas and levels among focus group interviewees is the following:

- the most represented subject areas turned out to be Languages, both in the Greater Lisbon (Portuguese – 11 teachers; English – 10 teachers) and in Central Portugal (Portuguese- 3 teachers, English -- 7 teachers, and French-2 teachers);
- different school subjects are less represented yet present in the focus groups (at least one teacher interviewed of each subject taught at Portuguese schools);
- The most represented levels of teaching for the Central Portugal happen to be secondary and primary levels (11 primary teachers were interviewed), while in the Greater Lisbon secondary and middle levels are represented more evenly.

For more detailed information please see Figs. 7 and 8:

| Subjects | Central Portugal | Lisbon and surrounding area |
|-----------------------------------------|------------------|-----------------------------|
| Portuguese | 3 | 11 |
| English | 7 | 10 |
| French | 2 | |
| Portuguese + French | | 1 |
| Portuguese as Foreign Language +English | | 1 |
| Physics and Chemistry | | 3 |
| Biology | 1 | |
| History | 1 | |
| Philosophy | 1 | |
| Economy | | 1 |
| IT | 1 | 2 |
| Maths | 2 | 2 |
| Book keeping | 1 | |
| Wood work | | 1 |
| Geography | | 3 |
| Sociology | | 1 |
| Special education | 1 | 1 |
| Portuguese+HGP | | 1 |
| English +German | | 1 |
| HGP | | 1 |
| Musical education | 1 | |

Figure 7. Distribution by subject and region– focus groups

| Levels | Central Portugal | Lisbon and surrounding area |
|-----------|------------------|-----------------------------|
| Secondary | 8 | 17 |

| | | |
|-------------------------------|----|---|
| 3+Secondary (8-12 forms) | 2 | 9 |
| 3° (8-9 forms) | 2 | |
| Middle (5-9 forms) | | 9 |
| 2+3+Secondary (5-12 forms) | 1 | |
| Primary+3+Sec. | 1 | |
| 2 (5-7 forms) | 3 | 3 |
| Primary | 14 | 1 |
| | | |
| | | |

Figure 8. Distribution by level of schooling – focus groups

The average number of participants in a focus group was 6, however there were groups with as few as 3 teachers (1 group) and as many as 12 teachers (1 group). The total number of 75 teachers was interviewed in the group format, 43 in the Greater Lisbon area and 32 – in the central part of the country. Yet again, women made up the overwhelming majority of the focus group interviewees (60 women to 15 men teachers), see Fig. 9 below. Most of the teachers interviewed in groups are experienced educators who had participated actively in European and national projects. Besides, they had played an active part in pre-service and in-service teacher education. The participants of two focus groups (12 teachers, with 6 participants in each) had had a particular interest in the issues of intercultural education as they had been involved in the activities of the High Commission for Immigration and Ethnic Minorities (nowadays the High Commission for Immigration and Intercultural Dialogue).

| Gender | Coimbra and central Portugal | Lisbon and the surrounding area (100km) | Total number (by gender) |
|----------------------------------------|------------------------------|-----------------------------------------|--------------------------|
| Women | 23 | 37 | 60 |
| Men | 9 | 6 | 15 |
| Total number of participants by region | 32 | 43 | 75 |

Figure 9. Gender distribution in the focus group interviews

IV. Links within the project progress

The Work Package 11 report has presented the methodology of the empirical study, described both the field (looking in a more detailed way at the most prominent school settings) and the sample, giving the outline of the fieldwork participants in terms of age, gender, and taught subject area. Besides, it has compared the two large regions of the fieldwork from the perspective of heterogeneity.

The following reports (WPs 12-14) will analyse the actual data collected in the course of the empirical study, at the following levels:

WP12 – teachers as citizens;

WP13 – teachers as cultural workers;

WP14 – teachers as transformative intellectuals.