

Newsletter

October 2023



TECHNICAL FILE

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01

EDITORIAL

This newsletter is dedicated to the scientific area of Education and Training.

I would like to take this moment to congratulate and wish much happiness to our recently elected Scientific Area Coordinator of Education and Training Marisa Correia. The new coordination will continue the work of developing the area, in the research scope, with its new ideas and setting new challenges for researchers in Education and Training. It is a pleasure to see the vitality of our center, which gives us hope in the growth and solidification of CIEQV's work.

Our centre has recently allowed the creation of a new Pole at the School of Education of the Polytechnic Institute of Setúbal, and a large number of the researchers from this Pole are integrated in the area of Education and Training. The October Newsletter shows us the involvement and work developed by these researchers.

Also in this newsletter we highlight researchers, through published interviews, as well as highlight the investigations and projects that have been developed by researchers from IP Leiria, Santarém and Setúbal.

We are going to enter challenging and decisive times, but we are convinced that we will overcome them and find the strategic plan to continue developing CIEQV, through quality and relevant research in the quality of life field, as well as participation in projects of national and international relevance.



Fernando Jorge Lourenço dos Santos ^{1,2,3}

¹ Instituto Politécnico de Setúbal – Escola Superior de Educação

² Universidade de Lisboa – Faculdade de Motricidade Humana

³ Life Quality Research Centre

02

INTERVIEW

— Entrevista a Carla Cibebe Figueiredo



Carla Cibebe Figueiredo ^{1,2}

¹ ESES – Polytechnic University of Setúbal

² Life Quality Research Centre

Ciência ID: 3A17-2BC9-83BB

Brief curricular presentation

Carla Cibebe Figueiredo graduated in Primary Education (Lisbon, 1987), has a degree in Educational Psychology (ISPA, 1994), a Masters in Intercultural Relations (Universidade Aberta, 1999) and a PhD in Education (2011, University of Lisbon). She was a primary school teacher and Education Technician at the Ministry of Education (Institute for Educational Innovation) until 1999, when she moved to the Setúbal School of Education as a higher education teacher. She currently works in the Social Sciences and Pedagogy department, coordinating the Sociocultural Animation and Intervention course, the Postgraduate Diploma in Social Intervention and Artistic Practices and the Centre for Research in Education and Training (CiEF-IPS). Additionally, she is currently in charge of coordinating a course that spans across all degrees, known as the "Skills Portfolio." Since 1997 she has worked in the initial and continuous training of teachers, educators and socio-cultural animators. Throughout her professional career she has developed various training, research and community intervention projects in the areas of School Success, Inclusion and Citizenship, Multiculturalism and Educational Policies. She collaborates with various institutions and evaluation agencies, and for many years was an external expert for several schools in Priority Intervention Territories (TEIP).

What are your goals as a CIEQV member?

- Contribute to affirming a strategy for improving research dynamics within polytechnic institutes, drawing attention to the political investment that needs to be made at various levels (macro, meso and micro).
- Contribute to affirming the importance of inter and multidisciplinary research.
- Finding partners and partnerships to invest in research areas of personal and professional interest, namely: Education; Lifelong Learning; Social Inclusion and Social Inclusion through Art and Community Development.
- Contribute to networks and partnerships linking researchers and institutions, affirming the importance of collaborative work.
- Collaborate in strategies to disseminate knowledge that can be useful from a scientific and social point of view.
- Contribute to the affirmation of solidarity and humanitarian values within science.

What are your most important research projects? Develop one of the indicated projects.

I'll just mention the three most recent ones, the first two coordinated by me and a third in which I was part of the research team.

1. The idoSOS (elderly) - intertwined voices project began in September 2020, within the Education and Training Research Centre of the School of Education of the Polytechnic Institute of Setúbal (ESE-IPS). It is also within this logic of encouraging the participation of young people that this project was created at a very particular moment, such as the Pandemic caused by SARS-Cov-2. The IPS Campus includes four schools with different formative valences in a contiguous space, in a peripheral area of the city, about 4km from it, in a semi-urban environment. On its left side is an eminently rural area and on the right side a more urban area. This peripheral dwelling determines that the students, except for the links created with the institutions through the internships, live mainly inside the Campus, with a tenuous connection to the Community. This project aimed to investigate effective intergenerational strategies to break the social isolation of the elderly population, to value them and to reinforce their capacity to face emergency situations, especially in the context of pandemics that affect this age group in particular. It was successfully submitted to an application of the Polytechnic Institute of Setúbal with funding from Santander Bank for projects that seek to respond to the problems caused by the Pandemic. With the methodology that was adopted, it was sought to create channels for dialogue and encounters between young people and the elderly, which would result in empathic processes of support and mutual learning. These practices were supervised through regular follow-up meetings and key moments when questionnaires and interviews were administered to both the students and the elderly. The conclusions

focus in particular on the intergenerational learning that resulted from the interpersonal relationship between the young/elderly pair and how this broadened their perspective of the community and promoted skills related to their area of academic training.

2. The study "The Youth of Municipality X - Contributions to its characterisation" was developed under a contract between CiEF-IPS and a municipality on the south bank, by a multidisciplinary team of teachers, between 2020 and 2022, with the aim of characterising the municipality's youth population. The research focused on various dimensions of their lives, namely: Education and Training; Culture, Arts and Leisure; Technology and Communication; Health, Sport and Well-being; Work and Employment; Social Participation; Territory and vision of life in the municipality. A mixed methodology was used, with a questionnaire being sent to a random sample of young people aged between 15 and 26 and interviews being conducted in the form of a thematic focus group. The conclusions emanate positively from their appreciation of the area in which they live, their appreciation of the dynamics of local sport and their awareness of the problems it faces. Less positive aspects include their low level of participation in many of the municipality's civic and cultural initiatives and in association life in general. They also want to be heard more in local policies that affect them.

3. The study on Student Participation and the Quality of Higher Education Institutions (PEQUES) was carried out at the polytechnic institutes of Setúbal and Portalegre (2020-2023), coordinated by Albertina Palma and including teachers and students in the team. The study had the following objectives:

- To characterise student participation in the governing bodies of the HEIs in which they sit and in student associations over the last five years;
- Identify facilitating factors and constraints present both in the norms and legal documents and in the established practices;
- To analyse students' perspectives on their participation in HEI governance;
- To use the knowledge produced in recommendations and proposals for political and institutional action in this area.

This was a mixed methodology study (qualitative and quantitative) that used a questionnaire to a representative sample of students at both institutions and 16 individual interviews with students who did and did not participate in the institutions' management bodies. From their conclusions we can highlight that participation falls short of what is desirable, for several reasons not only attributable to the students. However, participation is valued, especially by those who take up positions on management bodies. Students mention that by exercising this role they develop important competences that they apply in various spheres of life, especially in their future professional life. The conclusion also emerges

that institutions can do more for participation, namely by promoting knowledge about the democratic functioning of the organisation and the circulation of institutional information.

Knowing that knowledge must be transferred to society, how can the area of scientific research and professional intervention in which you are involved contribute to uniting theory with practice?

Considering the three studies I've focused on, I believe this question is fully answered by the questions they asked and the way their conclusions and recommendations are linked to the practices of institutions, whether they are educational, social and/or community-based.

Considering that the LQRC-CIEQV promotes research on the quality of life, what are the practical implications of the research it develops?

It can be seen that what unites the three studies focused on is citizenship practices and how important these are in generating well-being. In the first study, young people volunteering with the elderly in order to alleviate their feelings of loneliness involves appealing to a variety of institutional strategies to improve the quality of life of the elderly. Intergenerational relationships are an important means of combating ageism. The second study analyses the quality of life of young people in the area in which they live and tries to understand the limitations and difficulties that underlie this. The third study looks at the quality of higher education institutions, considering student participation as a factor that can increase this quality. So this issue, with greater or lesser evidence, underlies the work I've been doing.

03

ARTICLE

– Academic Writing Practices in Higher Education: Proposal for a Path Centered on the Research Report Genre¹



Mariana Oliveira Pinto ^{1,2,3}

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² CIDTFF, University of Aveiro

³ Life Quality Research Centre

Ciência ID: 9B11-9FC4-C097

Abstract

In the context of initial education, it becomes essential for students to read and write texts within the academic sphere, whose specificity implies a profound understanding of their defining characteristics and properties. As writing is a complex activity governed by norms, requiring rational and instrumented work, it is clear that any strategy to be implemented involves in-depth knowledge and focused attention on each of the intervening variables. This applies both to the definition of strategies involving students in the construction of knowledge and those directly related to the textualization of acquired knowledge.

The idea emerges, therefore, that writing in an academic context is shaped by two dimensions that, although related, demand knowledge of distinct construction and elaboration processes. Consequently, explicit teaching of differentiated strategies for information selection and text construction is necessary. It is in this context that the study initiated in the academic year 2022-2023 is situated. Its objective is to analyze the strengths and weaknesses of a didactic path designed for the research report genre (a mandatory requirement for the completion of the study cycle) in an Academic Writing course, which is part of the first year of three teaching master's degrees at ESE/IPS.

¹ The study builds upon the research presented in Cardoso & Pinto (2019). In this study, the potentialities of the path implemented in a first-year course of the basic education degree for the scientific article genre were analyzed.
<https://www.ipleiria.pt/esecs/discurso-academico-uma-area-disciplinar-em-construcao/>

By the end of the course, it is intended that students will be able to (i) effectively locate and select information from different sources; (ii) understand and mobilize the specificities of academic discourse; (iii) produce texts used in an academic context, respecting their discursive and linguistic characteristics.

The didactic path unfolds over six modules, and the teaching-learning methodology comprises the following steps: (i) presentation of the writing situation for the initial peer production; (ii) revision, self-correction, and rewriting of initial versions; (iii) analysis of samples of the "research report" genre and identification of the characteristics of the "abstract," "introduction," data analysis, and conclusions; (iv) rewriting of initial productions to fit subgenres.

To reflect on the strengths and weaknesses of this path, the materials used in the didactic course, the textual productions throughout the process, and the final reflections of the students will be analyzed.

04

NEWS – PROJECTS UNDER DEVELOPMENT

— Project 1:

Outdoor Steam Education Project



Marisa Correia and Teresa Ribeirinha ^{1,2}

¹ ESES – Polytechnic Institute of Santarém

² Life Quality Research Centre

Ciência ID: F319-BEDD-099B

There are several national and international guidelines that recommend using school outdoor spaces, such as playgrounds, as educational areas where students have opportunities to observe, manipulate, investigate, discuss, and reconnect with nature. This understanding of outdoor school spaces is relevant to STEAM (Science, Technology, Engineering, Arts/Humanities, and Mathematics) education, as it provides a real-world context in which STEAM skills can be developed. In addition, there is a large body of evidence demonstrating the positive impact of outdoor education on pupil motivation, engagement, and well-being. In this regard, outdoor STEAM education has the potential to promote the holistic and harmonious development of students by providing meaningful learning and encouraging the adoption of healthy lifestyles. The study of such phenomena requires a multidisciplinary approach. This project, which won the 4th Multidisciplinary Scientific Research Competition by LQRC-CIEQV in 2023, brought together researchers from four of the LQRC's scientific areas. Initially, the research team set out to conduct an exploratory study to describe the pedagogical utilization of outdoor spaces by teachers and educators in their schools. To this end, a validated questionnaire was developed and is now being implemented in a group of schools in Santarém. The construction of the questionnaire was supported by a series of interviews with teachers and educators from schools in Santarém. The preliminary findings, presented at national and international scientific events, suggest that the pedagogical use of outdoor spaces is not exploiting their potential as formal learning environments that

encourage interdisciplinary approaches. The limited use of outdoor environments appears to be partly attributed to the inadequate training of teachers and educators. In this sense, and as an extension activity of the project there are plans to create initiatives promoting outdoor STEAM education through the development of training module(s) to be integrated within the initial training of educators and teachers of the 1st and 2nd cycle of basic education.

Project Team (LQRC): Marisa Correia, Teresa Ribeirinha, Ana Arrais, David Beirante, David Catela, Helena Luís, Isabel Dias, Raquel Santos, Liliana Ramos, Susana Franco, Vera Simões, Regina Ferreira, Paula Pinto, Ana Loureiro, António Portelada, Maria Clara Martins e Sónia Galinha.

— Project 2: **Connecting Teachers – A community of practice to promote teachers' wellbeing**



David Beirante ^{1,2}

¹ ESES – Polytechnic Institute of Santarém

² Life Quality Research Centre

Ciência ID: 9A1B-6996-C0ED

At the starting line

How can we improve the appeal of the teaching profession? What actions can be taken to promote the well-being of teachers? And how to prevent the collapse of public schools in the face of a shortage of teachers?

These questions provided the starting point for the project announced here. Whether stemming from the aging of the teaching staff or arising due to the declining allure of the profession, the shortage of teachers and educators is a challenge that deserves careful consideration. Currently, there is an apparent decline in the prestige associated with the role of the teacher in the public sphere, linked with higher levels of stress experienced by teachers during their profession. The excess and diversity of assigned tasks, associated with heightened emotional involvement due to the pursuit of demanding and successfully achieved standards of excellence, further compound the uncomfortable situation. All of this has been progressively influencing the perception of the teaching career and, plausibly, dissuading (or intimidating?) potential teacher candidates.

Our goals and guidelines

In a holistic perspective, we surely assert that a crucial element in improving the appeal of the teaching work is fundamentally linked to the well-being of teachers. In this quest, the primary objective of this project is to help higher education institutions' pre-service teachers and in-service teachers to acknowledge the real conditions of the teaching profession and support their transition to work in education. This extends beyond purely technical or operational skills to include versatility and flexibility,

leadership, communication skills, and the indispensable attitudes essential for incoming the teaching work. This comprehensive preparation equips them with strategies not only to enter the profession but also to thrive in it, ensuring a high quality of professional life. Moreover, it's crucial to acknowledge that the teacher is perceived as a professional actively engaged in society, safeguarding the ethical values of providing equal educational opportunities for all citizens. Simultaneously, they strive for educational excellence that can be attained in diverse ways by every individual. This embodies an inspiring ideal and an ethical imperative, aligning with the conceptualization of the teacher as a societal actor — a perspective that should be considered in the initial teachers training.

What do we propose to do?

In a project funded by the Erasmus+ National Agency, with a duration of 24 months, we propose to identify and characterize the conditions of training, integration, and development of the teaching profession, considering the structures, policies, and regulatory dynamics in different European contexts. To realize this, the project promotes context-sensitive and participatory research approaches to be carried out in Portugal (Kokoro Foundation; Polytechnic Institute of Santarém/CIEQV), France (University of Paris XII Val de Marne), Italy (University of Cagliari), and Finland (Tampere University of Applied Sciences). Based on these results, the partnership will develop: (1) a training course for pre-service teachers, increasing the offerings of Higher Education Institutions (HEI's) to improve the future teachers quality of life and professional development; (2) a toolkit for HEIs' educators and teachers trainers to better support pre-service teachers in their transition for the teaching profession; (3) an online community of practice of innovative educators; (4) scientific research on the working conditions for the teaching profession in Europe.

Project Team (LQRC): David Beirante, Helena Luís, Lia Pappámikail (Coord.) and Marisa Correia.

— Project 3: Inclusive Education Project²



Lia Pappámikail ^{1,2}

¹ ESECS – Polytechnic Institute of Santarém

² Life Quality Research Centre

Ciência ID: 821A-6EE3-FF9A

The concept of inclusive education, rooted in a comprehensive, multidimensional and intersectional understanding of educational diversity, has emerged as a pivotal objective guiding global educational policies (UNESCO, 2020). Consequently, it is widely acknowledged that national Educational Systems must actively pursue this goal to uphold every child's right to quality education. This approach involves considering individual characteristics, unique paths, abilities, and talents, irrespective of systemic barriers such as obstacles, constraints, and inequalities that hinder the realization of each person's potential.

Portugal has been proactive in embracing this educational paradigm within our Educational System, notably through the enactment and implementation of Decrees-Laws 54 and 55 of 2018. However, despite widespread consensus on the values underpinning these policies, resistance, misunderstandings, and practical limitations have been observed in schools. This underscores the imperative to deepen awareness, provide more information, and offer professional development and training to educational actors for broader acceptance and effective implementation of this paradigm.

As part of a robust team comprising eighteen teachers from IPSantarém School of Education, under the coordination of Susana Colaço and Isabel Piscallho, four researchers from CIEQV – Lia Pappámikail, David Beirante, Helena Luís, and Marisa Correia – have spearheaded and/or contributed to various modules of the “Inclusive Education” Project (PREDEP1370/2022/DGE-DSEEAS-PROC. 2067/2022) conducted between July and December 2022. This initiative, supported and funded by the

² PREDEP1370/2022/DGE-DSEEAS- PROC. 2067/2022

Ministry of Education (ME), through the General Directorate of Education (DGE), the General Directorate of School Establishments (DGEstE), the General Inspection of Education and Science (IGEC), and the National Agency for Qualification and Professional Education, I.P. (ANQEP, I.P.), aimed at developing materials that facilitate inclusive education. These materials were designed not to dictate but to encourage reflection, decision-making, and the adoption of contextualized educational practices supported by available knowledge. The project also focused on the development of training processes for educational professionals, including administrators, coordinators, teachers and other educational and social agents. The goal was to address equity issues, promote inclusion, and foster justice within schools, ultimately contributing to the acknowledgment of the political, ethical, and deontological dimensions inherent in the professional duties, supporting school initiatives to create more inclusive educational environments and practices.

Within this project's framework, five e-books were developed to support training. These e-books³ encapsulated theoretical summaries, testimonials from educational actors (parents, teachers, students, etc.), audiovisual resources, pedagogical and informative materials, as well as proposals for practical activities. These activities were intended for training contexts but were adaptable for individual self-guided learning. Additionally, five short-term training actions were undertaken based on each e-book, engaging 331 teachers, prospective trainers, and 150 professionals from DGE, DGEstE, IGEC, and ANQEP, I.P., totaling 481 participants. These actions involved asynchronous activities derived from the e-books and a webinar featuring contributions from invited experts.



³ <https://www.dge.mec.pt/educacao-inclusiva/ebooks>

Evaluation questionnaires administered at the conclusion of each project module indicated that the e-books, along with the proposed training approach, were widely perceived as valuable tools to address the complexities and diversities inherent in inclusive education. Participants found the content relevant, presented in an innovative and accessible manner, with potential to create a multiplier effect in the future work undertaken by participating trainers.

Project Team (LQRC): David Beirante, Helena Luís, Lia Pappámikail and Marisa Correia.

UNESCO (2020). *Inclusion and Education: All means all*. UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000373718>

— Project 4:

Day Care Project Group (Grupo Projeto Creche): a learning forum



Isabel Simões Dias ^{1,2}

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Ciência ID: 521C-3569-D044

The Day Care Project Group (Grupo Projeto Creche | GPC) started in the 2008/2009 school year driven by the need to reflect and research on the pedagogical work developed in day care context with children up to three years old. Based on the School of Education and Social Science (ESECS) - Polytechnic Institute of Leiria (IPL), the Day Care Project Group meets periodically to share challenges, pedagogical experiences and ways of thinking, in a collaborative logic. In order to respond to the needs of participants (early childhood educators and higher education teachers), the group relies on two lines of work mediated by face-to-face or online sharing:

- a) reflection (focused on educational experience) and
- b) research (focused on pedagogical practice)

Just as happens in the educational action with children, in the Day Care Project Group knowledge is built based on individual and group experiences. The awareness of what happens in situations lived with children in Early Childhood Education, allows the construction of knowledge that enhances the development and learning of the participants of the Day care Project Group.

The experience gained over the 15 years of the Day Care Project Group longevity allows us to state that the training of Early Childhood Educators goes beyond the field of academic training. When teams in teaching roles meetings for sharing and organizing ideas (oral and written reflection) in their work agenda, teaching training happens.

Considering the Day Care Project Group as a learning forum that can be replicated, we invite you to know more about us on these CIEQV Editions:

<https://www.cieqv.pt/wp-content/uploads/2022/05/historias-com-criancas.pdf>

<https://www.cieqv.pt/wp-content/uploads/2020/11/sport-education-and-quality-of-life.pdf>

— Project 5:

Fisica(Mente) project | Physical exercise, Quality of life and Mental health



Isabel Simões Dias ^{1,2}

¹ ESECS – Polytechnic Institute of Leiria

² Life Quality Research Centre

Ciência ID: 521C-3569-D044

Maria Odília Abreu |Ciência ID: 4517-59B2-2EAD

Marta Fonseca | Ciência ID: C51F-FC8E-986C

The Fisica(Mente) project is a research project that emerged in the 2013/2014 academic year, at the School of Education and Social Sciences of the Polytechnic Institute of Leiria (ESECS/PL), from the convergence of interests of colleagues from the Department of Communication, Education and Psychology, members of the Life Quality Research Centre (CIEQV/Polytechnic Institute of Leiria and Polytechnic Institute of Santarém).

Considering data from the World Health Organization on the importance of the practice of Physical Exercise in the perception of Quality of Life and Mental Health, Fisica(Mente) project aims to study the relationship between these three variables (physical exercise, quality of life and mental health) in order to equate a proposal for health promotion intervention and welfare.

From this project we highlight 3 distinct moments:

- i) Definition and preparation of the research protocol (BSI, WHOQoL – Bref, BREQ – 3 and a set of questions that allowed the collection of sociodemographic data and contextualization of physical exercise), definition of the sample (students and teaching and non-teaching employees of the ESEC/IPLS), request for authorizations to carry out the work and effective data collection;
- ii) Data analysis and dissemination of results in national and international scientific journals and events;
- iii) Definition of (new) investigative paths.

— Project 6:

Virtual reality sports Interaction Between European Schools



José Amoroso ^{1,2}

¹ ESECS – Polytechnic Institute of Leiria

² Life Quality Research Centre

Ciência ID: E21A-EE66-EA87

We are very happy to announce that our #erasmusplus #sport project, titled 'Virtual reality sports Interaction Between European Schools' (#vibes) (Project number: 101133143) has been funded and starts very soon!

This innovative Erasmus+ Sport project intends to train Physical Education (PE) teachers in the use and exploitation of Virtual reality (#VR) technologies in PE classes and in the design of learning experiences using VR, so as to open up the potential of VR in schools for the promotion of physical activity and sports, increase the interest and motivation of pupils to engage with physical activity and sports inside and in out-of-school settings, thus reducing sedentary behaviours, while at the same time, contribute to PE teachers', pupils' and relevant stakeholders' digital readiness and competency'.

Consortium partners:

VUB - Vrije Universiteit Brussel (VUB) (coordinator)

University of Central Lancashire Cyprus (UCLan Cyprus)

@Polytechnic of Leiria Portugal (IPLeiria)

Inquirium.eu LTD

University Sports Center of Palermo (Cus Palermo)

International Sport and Culture Association (ISCA) (Associated Partner)

VIBES has already been presented at the World Physical Education Alliance (WPEA) International Conference that was organized between the 1st and 3rd of November 2023, in Shanghai at East China Normal University. With this great communication opportunity for our project with 300+ attendees in the

cohort and more than 30000 individuals attending the session via live streaming, VIBES has already set the ground for international collaborations and wider impact.

Stay tuned for more exciting activities to come!

#VIBES #Sports #VR #physicaleducation #modernizingeducation #WPEA2023 #erasmusplus

Marc Sarens, Wouter Cools, Efstathios Christodoulides, Louis Nisiotis, @José Amoroso, Riccardo Lana, Olia Tsivitanidou

By inquirium

05 PUBLICATIONS

Ribeirinha, T., Correia, M. & Baptista, M. (2023). STEM career aspirations among Portuguese secondary school students. In M. R. Rodrigues, M. Figueiredo & J. Torres (Eds.). Atas do XXV Simpósio Internacional de Informática Educativa (pp. 78-82). Escola Superior de Educação do Instituto Politécnico de Setúbal. ISBN: 978-989-35377-2-5

06

R&D ACTIVITIES

- **Invitation for publication in Healthcare journal:**

The researcher Prof. Dr. Roberta Frontini is the guest editor of a special issue with the topic: *Research and Survey on Mental Health of Children and Adolescents*. Deadline for manuscript submissions: 30 November 2023. For more information [CLICK HERE](#)

- **Invitation for publication in Healthcare journal:**

The researcher Prof. Dr. Rafael Oliveira is the guest editor of a special issue with the topic: *Supporting Athlete Development: The Role of Supporting Structures*. Deadline for manuscript submissions: 31 December 2023. For more information [CLICK HERE](#)

- **I&D projects in the scientific areas of CIEQV:**

For more information [CLICK HERE](#).

07

CALLS AND FUNDING

- Calls for support to *Turismo*, START-PME. Status: open. For more information [**CLICK HERE**](#)
- Calls for support to *Programa de Desenvolvimento Rural*, START-PME. Status: in preparation. For more information [**CLICK HERE**](#)
- Calls for support to *Plano de Recuperação e Resiliência*, START-PME. Status: open. For more information [**CLICK HERE**](#)
- Calls for support to *Programa ATIVAR.PT*, START-PME. Status: open. For more information [**CLICK HERE**](#)
- Calls for support to *Apoio à Produção Nacional*, START-PME. Status: open. Deadline: to be defined. For more information [**CLICK HERE**](#)
- Calls for support to *Programa de Incentivo para os Açores*, START-PME. Status: in preparation. For more information [**CLICK HERE**](#)
- Calls for support to *Apoios à contratação – IEFP*, START-PME. Status: open. For more information [**CLICK HERE**](#)
- Cluster 2 - Culture, Creativity and Inclusive Society. Deadline: 7 February 2024. For more information [**CLICK HERE**](#)
- FCT Calls. For more information [**CLICK HERE**](#)

08

SCHEDULE

- **ICCE Global Coach Conference**, 29 November – 3 December 2023, Singapore, Singapore. For more information [CLICK HERE](#)
- **WCQR2024 - 8th World Conference on Qualitative Research**, 23-25 January 2024, São Miguel, Açores & Johannesburg, South Africa & online. For more information [CLICK HERE](#)
- **CONGREGA 2024 - 1st Ibero-American Congress on Engineering Asset Management**, 3-5 July 2024, Lisbon, Portugal. For more information [CLICK HERE](#)
- **XV Seminário Internacional do Programa Doutoral em Ciências da Educação**, 14-15 December, FPCEUP, Portugal. For more information [CLICK HERE](#)
- **Seminar Dealing with generative Artificial Intelligence**, 15 December, Department of Education and Psychology, University of Aveiro, Portugal. For more information [CLICK HERE](#)
- **IX Seminário Ibero-Americano CTS XIII Seminário CTS**, 8-10 July 2024, University of Aveiro. For more information [CLICK HERE](#)