

System of early education/care and professionalisation in **Portugal**

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Working with young children in Portugal

This chapter presents Portuguese educational policy on early childhood care and education. Early Childhood Care and Education is a broad concept covering the education – informal and formal - of all children between the 0 and 5 years; the age of entrance in primary school is six years. The Portuguese legal definition of pre-school education encompasses only the three to five years early childhood provision¹.

We will use early childhood care and education as the comprehensive concept for all four months to five years provision and pre-school education just for the provision for the three to five years old. The Portuguese terminology for early childhood care and education centres for the children under three years is *creche* (*crèche*) and for pre-school education centres is *jardim de infância* (kindergarten will be used as an adequate translation)².

Early childhood professionals are called *educadores de infância* which can be literally translated as early childhood educators³. There is no specific name for early childhood educators working in pre-school education (for the three to five years old), but they will be referred here as pre-school teachers.

The first part of this chapter will analyse the organisation of early childhood provision in Portugal before 1996 and after the publication of the Pre-School Education Act in 1997, giving particular attention to the role of the State and private initiative in this provision.

The study of the evolution of Portuguese educational policies on early childhood care and education will start with the presentation of the analysis of the National Advisory Board of Education Report on Pre-School Education published in 1994. This chapter will also draw on a keynote presented in 1996 EECERA conference in Lisbon exactly about Portuguese policy for pre-school education⁴. The policy measures about the organization of early childhood provision taken from 1996 to 2008 will be analyzed taking in perspective the problems they envisage to answer.

The second part of this chapter will analyse the pedagogical dimensions of early childhood care and education centres – curriculum, pedagogical organisation, training and qualification, staffing, quality control – taking also into account the recommendations of the National Advisory Board of Education Report on Pre-School Education presented in 1994.

¹ As laid down in the Education Act (Law No. 46/86, 14th of October) and in the Framework Law for Pre-School Education (Law No. 5/97, 10th of February).

² When necessary the Portuguese name will appear between brackets after the adopted English designation.

³ *Early childhood* (early years) *educator* conveys a broad meaning ranging from carer to teacher and to educationalist, which represents best the comprehensive connotation of the Portuguese building up of the concept.

⁴ Formosinho, João (1996). Portuguese pre-school education: policy issues and the quality debate. 6th European Conference on the Quality of Early Childhood Education. EECERA (European Early Childhood Research Association). Lisbon. 1st September, 1996.

1. Evolution of pre-school policy from 1926 to 2008

1.1. Historical evolution of Portuguese policy towards pre-school education (1926-1996)⁵

The authoritarian regime which ruled Portugal for almost fifty years (1926-1974)⁶ considered all early childhood care and education a private affair which concerned only the family. Since the 1950s this view was not shared by significant segments of society and so private pre-school teacher education colleges were set up, most of them of catholic affiliation. The Pedagogical Association João de Deus was the first to launch, in 1954, its own teacher education college⁷.

At the close of the 1960s, as a result of social change due to industrialisation and urbanisation processes, the Ministry of Health and Assistance created crèches and kindergarten in urban areas. These coexisted with the more used early childhood care alternatives – mothers, domestic employees, grandparents and other relatives, neighbours, nannies, non registered crèches, and child care rooms.

In 1973, on the eve of the overthrow of the authoritarian regime, a very comprehensive reform of the educational system was approved⁸. This reform created pre-school education as an integral part of the Portuguese education⁹. In the same year were created the first two public early childhood educators' education colleges.

The revolutionary period which followed the overthrow of the authoritarian regime (1974-76) gave enormous visibility to social issues and created great public expectations. Accordingly, the demand for pre-school education increased; the proliferation of early childhood care and education centres, both of public and private nature, was the response to this new demand.

Only in 1978 the first official kindergarten (*jardins-de-infância*) are opened under the Ministry of Education; from 1978 to 1989 the State expanded pre-school public education in rural areas. In the 1980s the State launched a network of higher education teachers' education colleges (early childhood, primary and lower secondary school teachers) to substitute the Normal Schools which had not higher education status.

In 1986, with the publication of the Education Act¹⁰ pre-school education fits definitively into the system, through the definition of its educational objectives. This framework law created a National Advisory Board for Education (*Conselho nacional de Educação*) as a consultative body of the Ministry of Education where all stakeholders who have an interest in education are represented¹¹.

⁵ About the evolution of pre-school policies in the twentieth century in Portugal see Cardona, 1997, Zão, 1997.

⁶ See about the educational policy of the authoritarian regime Formosinho 1987.

⁷ The first "kindergarten-school" João de Deus was created in 1911, in Coimbra.

⁸ Education Framework Law - Law No. 5/73, 25th of July.

⁹ The educational reform formulated and partially implemented by the Minister of Education Veiga Simão goes far beyond the ideological limits of the authoritarian regime.

¹⁰ Education Act/ Education Framework Law (Lei de Bases do Sistema Educativo) - Law No. 46/86, 16th of October.

¹¹ In the *National Advisory Board of Education* are represented the Government, the Parliament (and consequently the main political parties), regions, municipalities, trade unions, employers associations, churches, scientific and cultural associations and the specific educational interests - universities, polytechnics, teachers unions, parents' associations, students' associations, pedagogical associations.

In 1994 this National Advisory Board for Education produced by its own initiative a report on the condition of pre-school education where several recommendations were formulated - National Advisory Board for Education Report on Pre-School Education¹². These recommendations will be the background for the analysis of the developments on early childhood education policy since 1995 – provision, curriculum, pedagogical organisation, training, staffing, and quality control.

1. 2. Developments after 1995

Following these recommendations a new Government¹³, appointed in October 1995, having made education, and explicitly pre-school education, an electoral issue, has proposed a specific framework law for pre-school education. It also developed a plan to expand the network of pre-school centres in order to increase the number of children enrolled in pre-school centres - 90% of children of 5 years of age should attend pre-school in 2000/2001.

In 1996, the Government launched a Pre-school Education Expansion and Development Plan and, in 1997, published a Framework Law for Pre-School Education¹⁴, defining this level of education as the first step of basic education.

In these documents the Government created a national pre-school education network, integrating public and private networks; determining also the organising conditions of pre-school educational centres, as well as the conditions for financial support to centres and families.

¹² The then Government did not accept these recommendations and intended to put forward a policy of expansion of pre-school education based only on private charities initiative with no place for the growing of the public sector For a critical analysis of this policy see the *National Advisory Board of Education Report* on the subject - "A Expansão da Educação Pré-escolar : Análise de um Projecto de Decreto-lei do Ministério da Educação - Parecer nº 2/95 do Conselho Nacional de Educação" (Relator Conselheiro João Formosinho), *Pareceres e Recomendações 1995*, Lisboa, Conselho Nacional de Educação, 1996.

¹³ The new Minister of Education was the former President of the *National Advisory Board of Education* that produced the recommendation on pre-school education.

¹⁴ Law No. 5/97, 10th of February.

2. Organisation of early childhood education provision

2.1. Organisation of early childhood care and education provision until 1995¹⁵

2.1.1. Early childhood care and education provision for the children under three years

Most of early childhood care for children under three years still is in informal contexts - at home with mothers, domestic employees, grandparents and other relatives, neighbours, non registered nannies, baby-sitters.

Family day care, that is, formal early childhood care and education is regulated by the Ministry of Work and Social Solidarity and offers the following possibilities:

- registered nannies (“amas”)- self-employed person caring up to a maximum of four children;
- family crèches (“creches familiares”)- a group of registered nannies resident in the same geographic area (no fewer than 12 and no more than 20);
- mini-crèches (“mini-creches”) - small organisations with a family-like atmosphere, including 5-6 children.,
- crèches (“creches”)- formal centres that look after children between four months and three years of age.

Crèche is the typical early childhood care and education formal context for this age range. Almost all rooms in crèches are staffed by auxiliary staff that is not required to have a particular qualification, but each crèche should have a qualified early childhood educator to coordinate and supervise the work of the auxiliary staff.

2.1.2. Early childhood care and education provision for the three to five years old

There were until 1995 two main types of early childhood care and education contexts – early childhood care oriented centres and pre-school education centres¹⁶. Both types of contexts can be of private or public nature.

In Portugal both types of contexts had the same general legal designation - kindergarten (*jardim-de-infância*) - and both use fully trained and licensed early childhood educators (*educadores de infância*). This configures a different situation from what generally happens in Europe and U.S.A., where different institutions have different names, different staffing and different training. The fact that the different types of context

¹⁵This section will draw on the keynote presented in the 1996 EECERA conference in Lisbon *Portuguese pre-school education-- policy issues and the quality debate* – Formosinho, 1996. It is usually used the present tense since this description still fits the current reality; when the situation described has been clearly left behind both in law and practice it will be used the past tense.

¹⁶ It is usually used in the section the present tense since this description still fits the current reality; when the situation described has been clearly left behind both in law and practice the past tense will be used.

have the same designation influences representations both of public and of staff about the nature of services and the role of the organization.

But there were also significant differences between those types of centres. These differences cover the whole range of organizational dimensions from aims to processes, from type of organization to type of management, from methods to outcomes, from time and space to working schedules.

As there is great variety of situations within early childhood care oriented contexts the quality of services is much more heterogeneous than in the educational contexts¹⁷. This means that, although not the rule, some care oriented centres are comparable to pre-school contexts in terms of pedagogical purposefulness.

Both types of contexts, the care oriented and the educational one¹⁸, can have either private or public nature. The institutional variable that makes the pedagogical difference is not ownership, but hierarchy and supervision either of the Ministry of Social Welfare/Social Solidarity or of the Ministry of Education.

There are three types of networks – private solidarity care oriented network, private educational network, and State pre-schools network.

In the **private solidarity care oriented network**¹⁹, kindergartens under the authority of the Ministry of Social Welfare/Solidarity²⁰ follow the care oriented model which means:

- they operate between 10 and 12 hours a day, 5 days a week;
- most centres close for one month a year in one of the summer months;
- there is preference for admission for children whose father (or mother) is absent or incapacitated, whose mother is employed, whose family has low socio-economic status, whose brother or sister already attends the same centre;
- they provide meals and other services for the children, like transport;
- these kindergartens may operate alongside crèches;
- for this reason, these kindergartens operate in bigger buildings which have more children and more staff (kitchen, health service, etc.) than those of those under the Ministry of education.

In **private educational network**, pre-schools centres can be owned by religious associations, being of religious affiliation or owned by for profit companies. Their kindergartens are under the authority of the Ministry of Education following the educational model, which means:

- they are open for more than 5 hours a day;
- they provide meals and other services for the children;
- they provide often extra curricular activities – foreign language, music, dance, physical education, etc;

¹⁷ Owners and promoters of early childhood care oriented contexts can range from big historical private charities to very small parishes.

¹⁸ It is obvious that all types of context have educational outcomes, even when they do not use explicit and systematic pedagogical processes. But in the educational model, the concept of education is used both as process and as outcome; as process it relates with the concept of pedagogy meaning the promotion of explicit and systematic activity with children purposefully inducing learning.

¹⁹ The private solidarity care oriented network is supported by private charities designated as Private Social Solidarity Institutions (*Instituições Particulares de Solidariedade Social* - IPSS) and traditional charitable institutions – Houses of Mercy (*Misericórdias*).

²⁰ There is still a fourth type of network – a State care network under the authority of the Ministry of Social Welfare/Solidarity) which operates under the same rules. It is a residual network.

- generally they operate alongside primary schools, and in the big private centres, there is sometimes a follow up to secondary education;
- they operate predominantly in urban areas.

In **State educational network**, kindergartens are under the authority of the Ministry of Education following the educational model, which means:

- the criterion for admission is the child's age (priority is given to older children);
- the kindergarten is open for 5 hours a day, 5 days a week;
- the kindergarten closes for 45 days holiday in the summer and for two weeks at Christmas and Easter;
- the State pre-schools do not provide meals;
- they did not operate alongside crèches or primary schools;
- for this reason, these kindergartens operate in smaller buildings which have less children and less staff.

Contrary to what happens in the private networks, State pre-schools were open for just 5 hours a day, did not provide meals, did not operate alongside primary schools²¹, and operated predominantly in rural areas.

2.1.3. Portuguese situation compared with the European situation

This situation of different networks of early childhood care and education services was common to many European Union countries (Bairrão and Tietze, 1995, Vasconcelos, 1990). In several European countries there have been in the 1980s and 1990s some policy measures to reduce this gap - the set up of a single pedagogical supervision, the creation of interministerial coordination committees, and the promotion of local coordination of services.

Some countries have already included before 1995 early childhood services for the three to five years old (pre-schools) in the conventional school system - Belgium, France, Ireland, Italy, Luxembourg, Netherlands, Spain, among others.

2.2. The recommendations of the National Advisory Board of Education Report on Pre-School Education on the organisation of early childhood provision

In 1994 the National Advisory Board for Education produced by its own initiative a report on the condition of pre-school education which formulated several recommendations.

Regarding the organisation of early childhood education provision on the private solidarity network, the National Advisory Board for Education Report refers an explicit concern about the lack of pedagogical purposefulness and the consequent lesser quality of the service provided. Another criticism is that, in some cases, market orientation seems to supersede charity orientation.

“The assistance model [prevalent in private charities provision] privileges the goal of care and minimizes the aims of explicit socialization and development, having nothing to

²¹ Both the care oriented network and the State pre-school network were separate from primary education - the former because it is linked to other social services, the latter because of the educational policy followed until 1996. In private educational pre-school centres this connection to primary education is frequent.

do with the guidelines for pre-school education of Portuguese Framework Law of Education (1986). Quality in those contexts is too variable. On the other hand, there are private charity centres which have children of high socioeconomic status, either for financial reasons or because there are no other alternative available for those parents" (Report, 57-58).

Regarding the organisation of State pre-school education provision, the National Advisory Board for Education Report identifies several strong dimensions

- use of trained and licensed pre-school teachers in every classroom;
- lower adult-children ratio than in the other contexts;
- existence of a pedagogical climate in pre-schools;
- existence of a pedagogical culture within State teaching staff;
- almost compulsory in-service training for the teaching staff²².

These strong points are somewhat neutralized by the administrative features of State pre-schools in which the usual organizational unit is the classroom. This coincidence between the organizational unit and the pedagogical unit²³:

- creates isolated working conditions;
- impede the emergence of cooperation, share of experiences and team work;
- hinders the possibility of organizational awareness in state pre-school teachers;
- encumbers all efforts to promote a smooth transition between pre-school and primary school;
- obstructs the administrative support to the centres.

These strong points are also neutralized by other factors:

- high turnover of teaching staff due to a national system of appointment of teachers whose rules facilitate constant mobility of staff;
- lack of leadership;
- lack of adequate supervision.

2.3. Organisation of early childhood education provision since 1996

2.3.1. The new legal framework

In 1996, the Government launched a Pre-school Education Expansion and Development Plan and, in 1997, published a Framework Law for Pre-School Education (Law No. 5/97, 10th of February), defining this level of education as the first step of basic education. Following the 1997 Framework Law for Pre-School Education (Law No. 5/97, 10th of February), the pre-school education policy is based on the following main principles.

- attendance of pre-school education centres remains optional;
- the State is to contribute actively to universal access to pre-school education;

²² The in-service training for the teaching staff was almost compulsory since no one could ascend in the teaching career without this training.

²³ In the Autonomous Regions of Azores and Madeira there was already in the State network before 1996 a joint pre-school and primary school arrangement.

- the State is responsible for the definition of general norms concerning early childhood education and care in relation to its organisational, pedagogical and technical components;
- the State seeks to ensure the application of these principles through follow-up, evaluation and inspection.

2.3.2. The creation of a national unified network

This new legal framework creates a national unified pre-school education network, integrating public and private, for profit and not for-profit centres. Overall policy responsibility for this unified network is shared by the Ministry of Education and the Ministry of Social Security and Labour.

The Ministry of Education defines the normative aspects of pre-school education (hours of operation; organisation; pedagogical directions; evaluation and monitoring), and funds kindergartens.

The Ministry of Social Security and Labour has charge of the regulation and funding of early childhood care and education focused on the 0 to 3 year-olds, and is responsible for its quality. It is also responsible for providing support to low income families to enable children to attend kindergarten education, e.g. through the provision of free meals, subsidies, etc.

2.3.3. New rules for the State pre-schools

As the opening times of State pre-schools before 1996 were much more restrict than parents usual working hours, it was impossible for families where both parents were employed to enrol their children in public pre-schools.

Quoting what the National Advisory Board of Education Report on Pre-school Education says:

The educational needs of young children do not demand an extended schedule (not more than six hours, according to the opinion of most), but the care needs of families where both parents work do require it. There was a consensus about the inadequacy of State pre-schools under the authority of the Ministry of Education). Related to this is the incapacity of most of the State pre-schools to provide a school meals service (Report, page 55).

As said in 1996 keynote:

The opening hours of the pre-school education centres must enable all those children to attend - children whose mothers work outside the home as much as children whose mothers are housewives, children from two-parent families as much as children from single-parent ones. This means that the opening hours of pre-school education centres must be compatible with the working hours of factories or services. Otherwise, these centres would only be of use to women with part time jobs or those who didn't work.

Opening hours that make it impossible for working women or single parent families to use the pre-school education establishments are discriminating. They represent discrimination as regards the working woman, affecting the woman's right to personal fulfilment through work, and they represent unequal opportunities of access to pre-school education. They represent, therefore, a dual discrimination - as regards women and as regards children (Formosinho, 1996).

To solve the problem of restrict opening times in state pre-schools, the new legal framework distinguishes clearly between a five hour educational component, free for all

children either in public or private school centres, and the care component (“wrap up care” before 9 and after 15, 30 hours) which should be paid by families. This “family support component” (*componente de apoio à família*) has been implemented in most state public pre-schools since 1996.

2.3.4. New rules for private solidarity pre-schools

Private solidarity early childhood kindergarten are explicitly seen as pre-schools subject to the pedagogical rules of the Ministry of Education. So there were a new set of rules (applicable in all types of pre-schools) in order to overcome the lack of pedagogical purposefulness - national curriculum guidelines, single unified pedagogical coordination under the care of the Ministry of Education; unified inspection standards.

The Ministry of Education supports financially a salary supplement designed to approach pre-school teacher’s salaries in private solidarity contexts to the salaries of the State pre-schools teachers.

2.4. Private and state pre-school provision – the role of the State

The definition of the nature of early childhood care and education for the three to five years children determines the type of agencies considered by the State as adequate and legitimate providers. If it is defined mainly as a care service, the role of private voluntary (non governmental) organizations is crucial; if it is defined as an educational service, the role of the national school system is predominant and the connection with primary education is an important feature.

Thus the balance between State provision and private provision depends on the definition of the mission of early childhood centres. But it depends also on the political philosophy of the State regarding the private sharing of educational provision on the whole of the educational system.

The National Advisory Board of Education Report states clearly that the State should promote the generalised access to pre-school education:

One has to avoid two extreme situations - that of the paternalist State where statism and bureaucracy pervade all child support services and that of the minimal State where the public administration does not interfere. The extreme paternalism, even the non totalitarian one, can provoke a situation of individual and collective declining of responsibility which can lead to a narrowing of the type of services offered to children.

But the minimal State is not better - under the cover of non interventionism, the State can convey carelessness and indifference for the sufferings of part of the population.

Thus the State should promote the generalization of pre-school education under several ways - through support to private initiatives, through direct creation of State services and through incentives to municipalities (Report, 65).

Under the new 1997 Framework Law, all early childhood care and education networks for the three to five years old constitute a single national network, subject to the same rules, with the aim of making pre-school education universal. Therefore parents can enrol their children in the public or private networks, regardless of their financial situation.

The Ministry of Education and the Ministry of Work and Social Solidarity should ensure the institutional co-ordination required for the expansion and development of the

national network. It is the responsibility of the Ministry of Education to ensure the pedagogic quality of the teaching done and finance the respective costs of the educational component.

There is since 1998 a cooperation protocol between the Ministry of Education, the Ministry of Social Security and Work (currently known as the Ministry of Work and Social Solidarity) and the unions of private charities²⁴ whereby the State makes the commitment to financially support the running of the pre-school centres of these non profit organisations, guaranteeing the total payment of the costs of the educational component and the promotion of pedagogic quality of the services provided.

2.5. Financing of early childhood care and education provision

Parental fees for the four months to three years old are predominately determined in the free market, but some public free provision is also available to certain groups. Parents accessing the public network may not have to pay any cost. In the private (non-profit) solidarity network parental fees could cover about 38% of costs; in private services parental contributions may account for 95% of costs.

As said above, the legal framework for the three to five years old provision distinguishes clearly between a five hour educational component, free for all children in State or private charity pre-school centres (but not in for-profit centres) and the care component which is paid by families in all types of networks²⁵.

In the private solidarity network, the State takes a share in running schools and guarantees full payment for the costs of the educational component and the promotion of the teaching quality of services provided, being the sum revised annually. The State also guarantees a share in the cost of family assistance and social and educational activities.

The State, through the Ministry of Social Security and Labour, heavily subsidises the family support component of early childhood provision programmes - meals, medical supervision, socio-cultural activities; low-income families receive enhanced reductions. Families also receive tax exemption for various educational expenses.

2.6. Provision for the under threes after 1996

There are 666 762 children under 6 years in Portugal (2001) which represents 6, 4% of the total population being the fertility rate 1, 44.

There has been since 2006 a determinate effort to improve early childhood provision for the under 3 years children. It was created a specific program which supported the launching of crèches and other social establishments (Programa de Alargamento da Rede de Equipamentos Sociais – PARES) in order to increase the state of crèche provision by 50% in three years (2006-09) from 23, 5% (2006) to 35%.

²⁴ The union of private charities includes the Private Social Solidarity Institutions (Instituições Particulares de Solidariedade Social - IPSS), the Mutuality organisation (Mutualidades) and traditional charitable institutions (Misericórdias).

²⁵ The family payment for the care component corresponds to the full cost in private educational centres, it is subsidised in state pre-schools and heavily subsidised in private solidarity pre-school centres.

2.7. Integrating pre-school and primary school education in school clusters from 1997 onwards

Before 1997 most part of public pre and primary school education units had just one or two teachers. This scattered pattern has been abandoned in other European countries following increased levels of industrialization and urbanization. This pattern has great implications for pedagogical and administrative reforms.

As said above, the coincidence in State pre-schools between the organizational unit and the pedagogical unit created isolated working conditions, impeded the emergence of cooperation among the staff, obstructed the administrative support to the centres and encumbered all efforts to promote a smooth transition between pre-school and primary school.

As the National Advisory Board for Education Report on Pre-School Education says, the creation of bigger organizational units would contribute to the setting up of better working conditions - there would be more opportunity for interchange of experiences, more forums for shared reflection on own classroom practice, more coordination, guidance and supervision.

Regarding the relationship between pre-school and primary school education, the National Advisory Board for Education Report on Pre-School Education (1994) characterized the situation as one of "divorce".

There is no physical contact and no administrative sharing. This is part of a compartmentalization process of our school (and general administrative) system, which creates great discontinuities "affecting most those who still did not get used to resist the school system (Report, 68).

But if pre-school education is considered basic education a close connection between those two networks is imperative. As said in the 1996 keynote

This close connection means integration of public pre-school and primary education units under them same administrative authority, under the same leadership and, gradually, under the same physical facilities. This would allow greater continuity and solve many of the facilities problems related to the lack of organizational dimension - lack of school meals facilities, no dimension for audiovisual equipment, no dimension for administrative personnel, etc. (Formosinho, 1996).

Following the Government launch of the Pre-school Education Expansion and Development Plan (1996) and the publication of the Framework Law for Pre-School Education (1997), there was in 1996-7 the first initiative in this direction.

This idea of grouping several schools of the first levels of education (pre and primary school) began in 1996-97 invoking the need to overcome the organizational and pedagogical mismatch between pre-school and primary school and to rationalise the rural school network, addressing situations of isolation and scattering of small schools. There was a focus on annual planning for the whole school, on common projects and on the process of transition from pre-school to primary school to promote better co-ordination between early childhood and basic education.

From 2000 onwards²⁶ the same idea was applied to grouping schools from pre-school to all compulsory education ("ensino básico"), thus putting all basic education – from 3 to

²⁶ Law Enforcement Decree No. 12/00, 29th of August.

15 years of age - under the same organisational management²⁷. This vertical process began in 2002 and was completed five years later (2007).

Various reasons were invoked for the creation of school clusters:

- school network reasons (restructuring of the educational network, elimination of situations of isolation and scattering of small schools, expansion of pre-school education);
- organisational reasons (the creation of larger administrative units, meaning access to more resources and better management and leadership);
- pedagogical reasons (better pedagogical continuity across the different educational levels, promotion of common pedagogical projects across cycles, interaction across educational levels and cycles);
- social reasons (better integration of pupil's school routes, better control over early school leaver between cycles).

The school cluster represents an organisational unit, with their own bodies, with common and coordinated pedagogic projects and integrated educational paths. This new unit, being bigger and encompassing a broader area, is seen by the educational administration as a more adequate organisational unit

²⁷ This first stage was called *horizontal grouping of schools*. When the same idea encompassed all compulsory basic education (12 years of schooling), the process was called *vertical grouping of schools*.

3. Rates of provision

3.1. Rates of provision for the 0 to 3 years children

In 1996 almost 88% of children from the 0 to 3 years range were cared for by their families or within informal care arrangements; less than 80% in 2003. The rate of enrolment in formal care contexts (crèches and registered nannies) was 12,5% in 1996; 21,5% in 2003; 23,5,% in 2006. A Government program (Pares) was launched in 2006 to increase this provision rate towards 33% in 2010, but, in this moment, this target seems difficult to achieve.

3.2. Rates of provision for the 3 to 6 years children

The enrolment rates for the 3 to 6 years children was 29% in 1985-86; 53% in 1991-92; 76% in 2000-01; and 78,4% in 2006-07. The enrolment rate for each child age cohort is - 3-4 years: 60% enrolled; 4-5 years: 75% enrolled; 5-6 years: almost 90% are enrolled.

Most of the children are enrolled in the State educational pre-school network under the authority of the Ministry of Education – 40% of the enrolled children in 1991-92 and 51% in 2006-07. The second type of network is the private solidarity network - 43% of the enrolled children in 1991-92 and 31% in 2006-07. The third type of network is the private educational under the authority of the Ministry of Education- 15% of the enrolled children in 1991-92 and 17% in 2006-07. There is also a residual network – the State care contexts under the authority of the Ministry of Social Security and Labour -2% of the enrolled children in 1991-92 and 1,5% in 2006-07.

| Enrolment of 3 to 6 years children per type of network | | | |
|--|---------|---------|---------|
| | 1985-86 | 1991-92 | 2006-07 |
| State educational | | 40% | 51% |
| State care | | 2% | 1,5% |
| Private Educational | | 15% | 17% |
| Private Solidarity | | 43% | 31% |
| Total | | 100% | 100,5% |
| Rate of provision for the 3 to 6 years children | 29,3% | 53% | 78,4% |

One can perceive in the evolution effects of the Pre-School Educational Expansion and Development Plan launched in 1996, namely the increase in the enrolment rate and the current predominance of the State educational pre-schools as the prevailing network.

4. Support to families²⁸

4.1. Labour force rates

In 2004, the labour participation rate for women aged 15-64 was 67%, increasing from 59.6% in 1990. Of those, 14.0% worked part-time, compared to 5.8% of men working part-time (OECD, Employment Outlook, 2005). About 70% of mothers with a child or children under 6 years are employed, mostly full-time with about 10% in part-time work (OECD, Babies and Bosses, 2004).

4.2. Number of single parent families

Single parent families represent 12% of the Portuguese families and 18% of the families with children (2001), which mean a significant increase in regard to 1991 – from 9% to 12% and from 13% to 18%.

4.3. Parental leave

In Portugal, a 16 weeks maternity period is allocated at 100% of earnings, or 20 weeks at 80% of earnings. Fathers can benefit from this remunerated leave if the couple agrees: 5 days simultaneous with mother or up to 120 days instead of mother at 100%. A parental leave period without remuneration can also be taken for a period from 3 months up to 4 years, until children are 6 years old. There is also a grandparent leave, amounting to 30 days if parent is less than 16 years at time of birth.

4.4. Financial assistance for families²⁹

There are three basic types of financial assistance for families:

- in each school year the State attributes per child/month a sum to be used solely for paying the services of the educational component, which includes payment of the staff (pre-school teachers and auxiliary staff) and assistance for acquiring didactic and teaching material;
- the family assistance component is a cost/month for all children involved; it includes food services and social and educational activities, with parental contributions, according to family income;
- in the private solidarity network, a Social-Economic Compensation Fund was set up to complement the share of families in very deprived areas.

²⁸ This section draws on the quoted OECD reports.

²⁹ The child poverty level in Portugal is high and affects 15.6% of children after taxes and transfers (UNICEF, 2005).

4.5. Role of the different Ministries in the financial assistance to families

The Ministry of Education and the Ministry of Work and Social Solidarity should ensure the institutional co-ordination required for the expansion and development of the national network with regard to family support and financial support to be given to pre-school centres.

In the State network, the educational component of pre-school education is totally free for all children. In the private for profit network the educational component is paid; the Ministry of Education establishes contracts for the development of the family support component. In the private solidarity network the State takes a share in running schools and guarantees full payment for the costs of the educational component; it also guarantees a share in the cost of family assistance and social and educational activities.

4.6 Support to children at-risk

For children at-risk, several social integration programmes with an educational component have been sponsored, by government ministries, municipalities and by the High Commission for Ethnic Minorities.

Children at risk are given priority entrance in some services. However, it was suggested by the OECD review team that identification and health intervention strategies for these children often fall as access is not appropriate.

4.7. Parent involvement in school life

Parent involvement in school life includes the participation of parents in various bodies in schools and in the preparation and approval of the school's internal rules of procedure³⁰. Participation in the activities of the pre-school is reinforced by the work of Parents Associations³¹.

³⁰ Decree-Law No. 115-A/98, 4th of May, from 1998 to 2008; Decree-Law No. 75/2008, 22nd of April from 2008 onwards.

³¹ Parents Associations are legally regulated by Decree-Law No. 80/99.

5. Curriculum

5.1. The recommendations of the National Advisory Board of Education Report on Pre-School Education

The need for curriculum guidelines for pre-school education has been acknowledged by the National Advisory Board of Education Report on Pre-School Education. The opinion of the consulted educational partners was characterized as a "yes, but" approach. The "but" reservation has to do with the fear that the State would impose a set curriculum without proper consultation leading to a pedagogical uniformity under the command of primary education demands.

Curriculum guidelines were seen as necessary to avoid the dangers of slipping unwittingly into mere child minding ("so that there is real educational work and not just baby-sitting", to use the words of a consulted pre-school teacher). The advantages of the formulation of a curriculum were seen by the educational partners as being:

- the closing up of the gap between care and educational contexts;
- the clarification of the role of the pre-school teachers in relation to auxiliary staff;
- a better understanding by the parents of what is going on in pre-school classrooms.

As the Report says quoting Oliveira-Formosinho

"When there is the possibility of competent professionals choosing a curriculum there are much more probabilities of obtaining the benefits [of pre-school education attendance] which the impact studies refer" (pages 73-74).

The lack of technical (pedagogical) support to pre-schools and to pre-school teachers was a cause for concern in the Report. It is referred often that one of the problems with care contexts is lack of supervision and lack of technical support. This implies that to guarantee educational purposefulness is not enough to improve the level and quality of supervision, but it is also necessary, at the same time, to create a system to support pedagogically classroom activity.

5.2. Publication of Pre-School Curriculum Guidelines in 1997

The Ministry of Education introduced Curriculum Guidelines for Pre-School Education in 1997³² as a group of principles to support pre-school educators in decisions regarding classroom practice and as a common reference for all teachers of the national pre-school network.

The guidelines indicate recognition of the importance of quality early childhood settings both for children's early development and learning and as a support to working parents.

The Guidelines include social aims:

³² Curriculum Guidelines (Order No. 5 220/97, 4th of August).

- to promote the inclusion of children in a variety of social groups, with respect for different cultures, encouraging a gradual awareness of their role as members of society;
- to contribute towards equality of opportunity in gaining access to schools and towards learning success;
- to encourage the personal and social development of the child based on experiences of democratic life, with a view to education for citizenship.

The Guidelines include development aims:

- to provide each child with the conditions of well-being and safety;
- to encourage the personal and social development of the child;
- to encourage the global development of each child, respecting individual characteristics, promoting diversified learning;
- to provoke curiosity and critical thought.

5.3. Pedagogical models and perspectives

This impact of Curriculum Guidelines in classroom practice and children's daily experiences has not yet been evaluated³³. Some other policy measures seem to have had more impact in state pre-school pedagogy namely:

- the set up of school clusters from 1997 onwards;
- the consequent integration of pre-schools into the normative bureaucratic pattern of state schools;
- the development of materials for pre-schools (activity books, workbooks, worksheets and other materials) by the publishing houses since 1996;
- new patterns of school inspection;
- new system of teaching performance evaluation in state schools in 2008.

Mainstream pedagogical practice in State pre-schools is becoming each time more influenced by the combined convergent impact of all these factors. They promote a new pedagogical, professional and organizational culture in state pre-schools; encouraging the consolidation of a transmissive pedagogy and a bureaucratic practise influenced by primary school practice (Formosinho & Machado, 2005; Oliveira-Formosinho, 2007; Sarmiento, 2008).

This can be indicated by the introduction of bureaucratic formatted templates (planning models, curriculum projects, class registers, performance objectives, etc.), by the systematic reliance on commercial worksheets and activity books as the basis for daily activities and the devaluing of planning practices based on the assessment of children's learning or the building up of materials (Formosinho, 2006; Oliveira-Formosinho, 2007; Sarmiento, 2008).

As there is not a pedagogical supervision of classroom practice, mainstream practice is even more influenced by the administrative bureaucratic environment.

There are alternative practices generally promoted and supported by pedagogical associations (the Modern School Movement pedagogy and the Childhood Association perspective) or private pre-school teacher education colleges (the João de Deus Method). There is still practiced the High Scope curriculum. In the 1970 and 1980' there were still

³³ But it is clear that the adoption of Curriculum Guidelines for Pre-School Education had impact on early childhood educators' professionalism and status.

much used the Situation Pedagogy, inspired by non-directive pedagogy³⁴ and Project Pedagogy used as a model³⁵.

The Modern School model is developed, promoted and supported by the Modern School Movement (Gonzalez, 2002, Nisa, 1995, 2007). It is inspired by Freinet and Vygotsky and it is based on a cooperative organisation of the class. Children organise themselves based on their interests, working individually or in groups. The teacher encourages free individual expression, within a spirit of helpfulness and cooperation (Nisa, 2007, Serralha, 2008). It is used in individual classrooms in State and private pre-schools across the country.

The João de Deus Method is developed, promoted and supported by the João de Deus Association and its teacher education colleges. It emphasises learning in the areas of reading, writing and arithmetic, according to a previous work plan, with the objective of preparing the child for school. The teacher takes the line of directive pedagogy, keeping in view the school performance and success of the child. It is used in private pre-schools linked to João de Deus Association.

The High Scope curriculum is a cognitive orientation curriculum developed, promoted and supported by the High Scope Foundation. It is founded on Piaget's development theories and fits in with active pedagogy. The child learns by doing; the activities develop in an atmosphere organised into areas, where children can make their choice; the teacher takes on the role of someone who stimulates and encourages action (Lino, 2005, Nabuco, 1997).

The Childhood Association socio-constructivist pedagogical approach is promoted and supported by the Childhood Association under the designation of Pedagogy-in-Participation (Formosinho & Oliveira-Formosinho, 2008, Oliveira-Formosinho, 2008). This perspective centres around six pedagogical axes: to be and to feel (a pedagogy of being), to belong and to participate (a pedagogy of togetherness), to explore and to communicate (a pedagogy of experiential learning). Learning areas are defined in the crossroads of these axes as identities, relationships, experimentations and meanings. Pedagogical documentation as listening to children is key to the development of daily activities and projects that are located in these learning areas (Azevedo & Oliveira-Formosinho, 2008). Play is also central to this perspective

The integration of care and education, work and play, school and family, children's cultures and societal cultures is seen as essential to learning throughout all childhood (from birth to ten years). This perspective is used since 1996 in early childhood centres supported by the Aga Khan Foundation of Portugal through the context based intervention approach of Childhood Association (Formosinho & Oliveira-Formosinho, 2008; Oliveira-Formosinho & Formosinho, 2001, 2002).

5.4. Assessment of children

In terms of the curriculum guidelines of 1996, assessment takes on a markedly formative character, in the fact that it is a continuous and interpretive process that is more interested

³⁴ In *Situation Pedagogy* the teacher follows non-differentiated practices, not identified with any specific method. Children learn to learn, by relating to each other and being part of a group, formulating their own opinions and accepting those of others, developing a democratic spirit, in a climate of participation and sharing.

³⁵ In *Project Pedagogy* used as a pedagogical model classroom practice centres on an action plan, a project, constructed by the children with the teacher to develop sensitivity, creative imagination, autonomy and the child's socialisation. Project work is best seen as just a methodology that can be used by any model or perspective.

in the processes than the results and seeks to make the child more active in their own learning³⁶.

In 2002 the Ministry of Education planned a project to define the skills and learning required by preschool children. It was made an inquiry among experts in pre-school education and curriculum development, about the pertinence of defining competences to be developed in pre-school education. Pilot work in the 2004/05 school year was undertaken in preparation for implementation of the new curriculum

At this stage it is unclear the evolution of both policies and practices on children's assessment. However as there is the danger that not child friendly assessment practices constitute an early labelling of children; it is very much needed a discussion around alternative assessment practices.

³⁶ The assessment of children is an educational activity that is also the evaluation basis for the teacher. Their reflection on the effects they observe allows them to establish the progress of each child and, at the same time, adjust the educational process to the development and needs of the children and the group.

6. Pedagogical organisation

6.1 Child-staff ratios and group size

In crèches, a maximum group size is 10 children (private centres) or 12 children (solidarity network centres); children and child-staff ratio is 10:2 or 12:2. The legislation requires one auxiliary or assistant worker for every classroom.

In pre-schools (kindergarten), a maximum group size is 25 children (minimum attendance of 20) and child-staff ratio is 25:1 or 25:2 depending on whether a full-time auxiliary/assistant is being employed. The legislation requires one auxiliary/assistant worker for every two classrooms, with 25 children in each. In State preschools with only one classroom, generally in rural areas, it is assigned one early childhood teacher and one auxiliary/assistant worker.

6.2. Age levels and grouping of children

There is not an age based defined curriculum; activities of the 3, 4 and 5 year olds can be the same; objectives defined and the degree of complexity is different, according to the development of each child of groups of children.

The constitution of age homogeneous or heterogeneous groups depends on the method used. Mainstream pedagogy favours homogeneous groups, Modern school movement model and Child Childhood Association perspective use mixed age grouping.

6.3. Organisation of time

It is the responsibility of Ministry of Education to define the general parameters regarding the organisation of the school year in state pre-school centres. By annual order, the Ministry of Education determines the dates for the beginning and end of the school terms and holidays for educational activities. Activities usually start on the second week of September and finish in the end of July. All kindergarten has to guarantee 5 hours of an educational component, that is, the development of curriculum orientation.

Centres that belong to the state network are open for a minimum of 8 hours. Private solidarity centres, under Ministry of Work and Social Solidarity rule, are open 10-12 hours a day, five days a week and, the majority, close for one month a year.

6.4. Staffing of early childhood care and education centres

Almost all rooms in crèches are staffed by auxiliary staff that is not required to have a particular qualification, but each crèche should have a qualified early childhood educator to coordinate and supervise the work of the auxiliary staff who works directly with the children.

The Ministry of Social Welfare has been investing recently in improving the qualifications of auxiliary staff and has decided to change the name of the profession to social

and education assistant, social and education assistant for special education, direct action assistant or occupation assistant.

Kindergartens are staffed by early childhood educators - each class has a qualified pre-school teacher assisted by a non qualified auxiliary member of staff who provides care support (safety, hygiene, meals, sleep), assistance in reception and delivery of children to parents, supervision of playgrounds. Only in a few experimental settings does the auxiliary staff work as part of an educative team with the pre-school teacher.

Since 2004³⁷ a new category of assistant has been created in State pre-schools - the category of teaching assistant; existing staff can now be promoted once they have attended adequate training lasting 80 hours. To begin the career of education assistant the minimum qualification is now the completion of Grade 12 of secondary education or equivalent, with a specific training course lasting for 180 hours provided by professional schools.

The following areas of training for non-teaching staff employed in education and schools were established in 1998, in the FOCO Programme (Programme for Ongoing Teacher Training and for those responsible for the Administration of Education): teaching and human relations; organisational development; school management and administration; specific areas of teaching; information and communication technologies.

Most part of the staff in early childhood contexts is female – in 2006-2007 there was just 478 male pre-school teachers in pre-schools (private and public) representing 2,9% of the teaching staff.

6.5. Pedagogical director

Each pre-school education centre in state, educational private and private solidarity networks is coordinated by a pedagogical director, who must be a duly qualified pre-school teacher or educationalist. It is their responsibility to coordinate educational activity, namely, the carrying out of curriculum orientation and socio-educational activities.

³⁷ Decree-Law No. 184/2004, 29th of July.

7. Training and professional development

7.1. Early childhood educators' professionalism

Early Childhood professional culture has been built up in the 1960s, 1970s and 1980s as a separate culture from primary school teachers. As such the terminology adopted was designed to convey this difference – *educação de infância* (early childhood education), *educador(a) de infância* (early childhood educator), *jardim-de-infância* (kindergarten). This terminology is still used both in practice and in law; even pre-school teachers inserted in the teaching career are not called teachers but educators.

Early childhood educators work in very diverse settings – in pre-school education contexts (kindergarten) attending 3 to 5 years children, in early childhood care and education contexts, typically *crèches*³⁸, attending 4 months to 3 years old children, in after school activities (family support component in pre-school contexts, curriculum enrichment activities in primary education) and in other settings - hospitals, municipalities, associations, companies, etc.

Even those in pre-school education contexts work in very different settings – state pre-schools, educational private pre-schools (of religious affiliation or for profit companies), private solidarity centres. These different contexts differ in ownership, legal status, mission and vision, organisation, leadership. Pre-school teachers working situation differ in working hours, working conditions, salaries, professional status, career, in service training and professional development, but not in initial training and professional qualification.

In many European countries there are different professional qualification for different types of settings; the fact that in Portugal there is a single academic and professional qualification for very diverse working contexts has created uneasiness in the profession.

7.2. Early childhood educators' initial training and qualification

Early childhood educators are trained concurrently in teacher training colleges (integrated into higher education polytechnic institutes), private teacher training colleges and universities³⁹. Entrance requirements, number of credits, academic and professional qualifications, the minimum credits per subject are determined by the Government.

The qualification required for the profession was until 1998 the bachelor degree (three years) as it is usual in Europe; after 1998⁴⁰ is the four-year “licenciatura” degree that is the same qualification as primary and secondary school teachers; since 2007⁴¹ is

³⁸ Due to differences in status and salaries between early childhood educators working in *crèches* and kindergarten (even within the same organisation), most of the staff in *crèches* attending directly children are non qualified auxiliary workers. These workers are also less expensive than qualified educational workers.

³⁹ There are six universities with this course – Açores, Aveiro, Évora, Madeira, Minho, Trás-os Montes. Research centres are generally linked to universities not to teacher training colleges (with the exception of Lisbon teacher training college).

⁴⁰ Ordinance No. 413-A/1998, 17th of July.

⁴¹ Decree-Law No. n° 74/2006, 24th of March; Decree-Law No.43/2007, 22nd of February.

the Master's degree. The qualification for pre-school education is four years, the qualification for pre-school and primary school education ("1º ciclo do ensino básico") is four and a half years, both conferring the masters' degree.

All pre-school teachers have to complete a three years course ("licenciatura em educação básica" – 180 european credits) followed by one year (60 european credits) or one and a half year (90 european credits) course leading to the master degree.

7.3. Pre-school teachers' working conditions and career

Pre-school teachers in State schools are expected to work 35 hours a week during term time; weekly timetables include 25 hours' teaching plus a non-teaching component, spread over five days a week. The in-service training requirements for pre-school teachers are the same as those for teachers in primary and secondary education.

Access and progress in the teaching profession, performance evaluation, as well as the rights and responsibilities of all teachers (including State pre-school ones) are stipulated in the Teachers Career Statute⁴². Salary, work conditions, career and professional status vary considerably across networks, being much better in the educational oriented contexts than in the care oriented ones.

In State pre-schools the professionals are considered teachers and civil servants; in educational private pre-schools educators they are considered teachers but are not civil servants; in private solidarity centres they were not considered teachers before 1997, the situation had been changing toward some equivalence of status and salary since then.

7.4. Pre-school teachers' in service training and professional development

State pre-school teachers are obliged to attend on-going training in a minimum of 50 hours each two years. This training is co-funded by the State and the European Social Fund and it is provided mainly in the Training Centres of the Schools' Associations. Although access to in-service training is only compulsory for state pre-school teachers, those teaching on the private networks may also attend.

Unfortunately only a few of these in-service sessions are specifically designed for pre-school education needs. Specific programmes for the professional development of early childhood educators are conducted by pedagogical movements, mainly Modern School Movement (Niza, 1995, Niza & Formosinho, 2009) and Childhood Association (Formosinho & Oliveira-Formosinho, 2008; Oliveira Formosinho & Formosinho, 2001, 2002).

7.5. New developments in the training of pre-school teachers

Due to the need to adapt Portuguese higher education courses to the European Bologna Process, there was a reform of all teachers' initial training (pre-school, primary and sec-

⁴² Decree-Law No. 15/2007, 19th of January.

ondary), but the reform went far beyond a mere adjustment introducing a transmissive “back to the basics” educational philosophy in the teacher education courses.

As said above, the minimum credits per subject are determined by the Government. The number of credits in the three years first cycle course (*licenciatura em educação básica*) is 30 credits for Language (Portuguese), 30 for Mathematics, 30 for Experimental Sciences and Social Studies and 30 for Artistic Expression. The training of pre-school teachers and of the teachers of the 1st and 2nd cycles of basic education have exactly this same demand; this means that the training of all professionals who educate from 0 to 12 years old children has the same relative proportion of content/process teacher education. As a consequence the number of credits for child psychology, sociology of education, history of education, curriculum, childhood pedagogy has diminished. The time allocated to student teaching in schools has also diminished to 12,5%/14,6% of the total training time; practical placements accounts now for just about one eighth of the professional training time.

This reform may well consolidate the academization effect due to the universitation process of teacher education (Formosinho, 2002a, 2002b).

8. Quality control

8.1. Monitoring and evaluation

In private charities there was a concern for improving the quality of services quality in the first years after the publication of the Pre-School Education Framework Law (1997) but this effort gradually decreased as the impact of the new policies washed off.

Quality control in all parts of the system needs to be strengthened. Few inspectors specialised in ECEC are assigned to quality evaluation and support of the jardins. Although the State gives substantial grants to voluntary and charitable organisations, it does not always contractually require in return verifiable evidence of target achievement or outcome measures (OECD, 2005).

In order to develop a culture of accountability, appraisal and inspection, the Ministry of Education is developing a system to monitor and supervise curriculum development in pre-school education. It is unclear the scope and impact of this initiative.

8.2. Inspection

The General Inspectorate of Education (*Inspecção-Geral de Educação – IGE*) conducted an assessment programme of about 600 pre-schools between 1999 and 2002, with the aim of encouraging improvement in these centres. The fields of observation covered the following teaching and process indicators: planning learning, curricular guidelines, educational aids, learning resources, assessment of learning and progress made, inter-personal relationships, co-operation among teachers; forms of communication adopted, as well as the interaction of the centre with the surrounding community.

Currently, the Inspection has developed a project to assess the quality of teaching processes; monitoring will focus on pedagogical achievement, the work of the educator and community integration.

8.3. Developing quality

The lack of technical (pedagogical) support to pre-schools and to pre-school teachers was a cause for concern in the National Advisory Board for Education Report on Pre-School Education as it refers often that one of the problems with care contexts is lack of supervision and lack of technical support.

There has been since 1997 a program to improve the quality of pre-school practice through the work of teacher education institutions (universities and colleges). This program is inspired on the English EEL project developed by Christine Pascal and Tony Bertram in 1997; it contains central tools such as the child involvement scale and an adult engagement scale (Laevers, 1994). Developing Quality in Partnerships is the Portuguese denomination for the EEL Project (Effective Early Learning) – Pascal & Bertram, 1999.

This project has been influential in Portugal since its early contextualization within “Projecto Infância” of the University of Minho⁴³. Initiatives by the Ministry of Education for a more contextualised use of the project were developed in 1997-99 and 2007-2009⁴⁴.

Throughout 2007-2008 a research group of educationalists members of teacher education institutions (universities and colleges) has been meeting and is about to deliver the following products:

- adaptation of the EEL manual for a larger use,
- publication of a serial of booklets sharing good classroom practices,
- publication of case studies.

Through all this process it was possible to identify contextualized guidelines for quality development. This is the objective of the group for next year.

8.4. Research

Research group in earlier childhood practices, training and policies are concentrated in some universities (Aveiro, Évora, Minho, Porto) and teacher education colleges (Lisbon). Some pedagogical movements associations produce also research on the area Childhood Association⁴⁵ and Modern School Movement⁴⁶.

⁴³ “Projecto Infância” is a research, training and intervention project of the University of Minho seeking to reconstruct democracy constructivist practices in early childhood education.

⁴⁴ This Project is coordinated by Júlia Oliveira Formosinho.

⁴⁵ See Formosinho & Oliveira-Formosinho, 2008; Oliveira-Formosinho, 2001,2008; Oliveira-Formosinho & Barros-Araújo, 2002, 2004; Oliveira-Formosinho & Parente, 2008.

⁴⁶ See Gonzaléz, 2002, Niza, 1995, 2007, Serralha, 2008.

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