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	Kind of structures Coverage	Average size of the groups	Official ratio	Staff jobs and initial training level		Legal participation conditions (free or obliged)	Financing aspect (parents costs)	
Before preschool age	<p>Nurseries/crèches - public and private (addition / management of social security) <b>public</b> <b>private with official accreditation</b></p> <p><u>Family Nurseries</u> (groups of nurses who receive baby has his house) <b>public</b> (length / management of social security)</p> <ul style="list-style-type: none"> <li>45.9% of the 0-2 year old children attend ECEC (OECD, 2010)</li> </ul>	<p>Depends on its age in 2011 the standards were changed and now they are less demanding and there is greater flexibility in the criteria giving more freedom to the institutions:</p> <ul style="list-style-type: none"> <li>-10 children (when children are not yet able to walk only)</li> <li>- 14 children (from learning to walk until 24 months)</li> <li>- 18 children from 24 months and 36 months</li> </ul> <p>There are specific standards for family day care e to adjust specific situations: for groups of children with disabilities included, for example.</p>	<p>2 adults per group depends on children's age: on average 10 children/2 adults</p> <p>There are standards to address specific situations: groups of children with disabilities included, for example.</p>	<p><b>Jobs</b></p> <p>The educators have the same training for working with children with less than 3 years and with over 3 years (preschool).</p> <p>The initial training lasts for four years (the minimum) in the higher education system academic degree of "Mestrado" (Master) similar to the DEA French <b>Level 7 (EQF8) = MA postgraduate degree</b></p> <p>Nurses ("Amas") <b>Level 3 (EQF 4) 'A' level students undertake from 16 – 18 year</b> + Specific training for working with babies</p>	In.Tr.lev.	<p>There are organized by training institutions, training institutions, professional associations, by Social Security</p> <p>Nurses ("Amas") have ongoing support for teachers</p>	<p><b>Not compulsory</b> and the network it's insufficient for all children.</p>	<p>There are institutions <u>financed</u> by Social Security (the parents pay according to his financial possibilities).</p> <p><u>Private institutions without public funding</u>, paid only by parents.</p>
Preschool age	<p>Nursery school (crèches/kindergarten)</p> <ul style="list-style-type: none"> <li>Public</li> <li>private with official accreditation</li> </ul> <p>All kindergarten have the pedagogical supervision of the Educational State department ("Ministry of Education") and this institutions have the obligation on monitoring the curriculum guidelines set for this ministry.</p> <ul style="list-style-type: none"> <li>84,1% of the 3-5 year old children attend ECEC (OECD, 2010)</li> </ul>	<p>25 children per group (in most groups there are children from 3 years to the ages of entry to compulsory schooling)</p> <p>There are standards to address specific situations: for groups of children with disabilities included, for example.</p>	<p><b>1/25</b></p> <p>A teacher and an assistant for each group or each two groups, however, depends on the number of existing classes.</p> <p>There are rules to address specific situations: for groups of children with disabilities included, for example.</p>	<p><b>Jobs</b></p> <p>The educators have the same training for working with children with less than 3 years and with over 3 years (preschool).</p> <p>The initial training lasts for four years (the minimum) works in higher education - academic degree of "Mestrado" (Master) similar to the DEA French <b>Level 7 (EQF8) = MA postgraduate degree</b></p>	In.Tr.lev.	<p>There are organized by training institutions, professional associations, by Social Security; by Educational State department ("Ministry of Education")</p>	<p><b>Not compulsory</b>, but it is defined promoted the universal access for children with 5 years (one year before entering school required).</p>	<p>There are institutions <u>financed</u> (parents pay according to his financial possibilities)</p> <p><u>private institutions without public funding, paid for exclusively by parents</u></p> <p><u>public institutions</u> (the Ministry of Education) <u>free</u>.</p>



<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>teachers' training is the same for working in day care (with children under 3 years) and for work in kindergarten (children aged 3 to 6) - and it was a greater concern of training institutions to prepare teachers for work with children with less than 3 years (in agreement with the competency profile defined by the Ministry of Education - for professionals who work with preschool)</li> <li>the existence of differentiated institutional responses, allowing more flexibility to the needs of children and families (Crèches public and private, family day care ...)</li> <li>the growth of the network in recent years</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>the pedagogical supervision and management of institutional network for children with less than 3 years is exclusive of Social Security. The "Ministry of Education" does not have some type of intervention appearance of significant devaluation of the educational function of existing institutional responses to children with three years.</li> <li>teachers working in nursery (children under 3) above, they have a status differentiated from other working in kindergarten (children aged 3 to 6) beyond training to be the same</li> <li>it has no sufficient support for families with children under 3 years, the institutional network is inadequate and there is no free institutions</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>since 2011, the participation of Portugal in an OECD study "Encouraging Quality in early childhood education and care"</li> <li>initiatives from APEI (Association of professional education for Early Childhood) at training and as a social partner listened to by the government</li> <li>the recommendation of the National Council of Education (Ministry of Education) published in 2011 which value the need of the "Ministry of Education" and Social Security work together to develop a qualitative educational responses for children with less than 3 years</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>with the crisis operational standards that are defined for social security institutions are less demanding</li> <li>there is a tendency to value above all the social function of institutions receiving children with less than 3 years</li> <li>institutions without sufficient, or short of money paid for the poorest families - unconditional choice of women to stay with small children (0-2 years)</li> </ul>

