

## Full story

On 4/16/2023 we arrived in Guimarães, did the hotel check-in and met all other participants at a welcome group dinner in the evening.

In the morning of 4/17/2023 we had a meeting at the hosting institution "arts & skills". We



started by introducing a little bit more deeply the different participants and institutions involved in this job shadowing activity, discussed the programme of the job-shadowing and then had a specialized professional in early education named Daniel speaking about the Portuguese early education system as well as the opportunity to go into a more deeper discussion with him and each other in order to compare the German system with the one in Portugal. Afterwards we had lunch with the Arts & Skills team and in the afternoon we had a guided city tour to Guimarães.

On 4/18/2023 we visited in the morning two private institutions (Centro Social Polvoreira and Centro Paroquial Moreira de Conegos) and in the afternoon one public institution (Escola Basica de Santa Luzia) dedicated to early education (nursery, pre-school).

On 4/19/2023 we visited further two private institutions, in the morning Colego do Ave and in the afternoon Colego Nossa Senhora da Conceicao. During the visits we had a detailed guided tour through the institution, talked to the teachers about specific conditions like working hours, learning objectives, care costs etc. and current projects of the children.

On 19/4/2023 I the hotel check-out in Guimarães as well as the transfer to Porto took place.

One main result is that I got familiar with the Portuguese system of early education which is in some aspects

quite similar to the German system (e. g. families have the right to participate in early education up from their third birthday) but in other ways also quite different (e. g. size of the groups, learning objectives defined by the state are very detailed and strict). On the one hand to actually see the Portuguese institutions of early education and to talk to the teachers, nurses and assistants working there provided such a deep and lively insight one could hardly get in another way. It was up close and thus very valuable to see how the teachers combine the very clearly formulated learning objectives for each age group with the actual topics of the children and finally turn them into child-friendly projects and activities. Unlike the probably common Portuguese opinion that private institutions do superior work compared to the public institutions of early education I cannot agree with this opinion. To my mind both types of institutions do great work depending on their general conditions.

Another result is that I got in touch and communication with early educators in other federal states in

Germany. So I was also able to get insights and suggestions from kindergartens of Studierendenwerk in Berlin.

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