

TEACHERS' TRAINING FOR PRIMARY EDUCATION (1830-1980): A COMPARATIVE STUDY BETWEEN BRAZIL AND PORTUGAL

Rosimeire Aparecida Soares Borges
rasborges3@gmail.com

Universidade do Vale do Sapucaí

ABSTRACT

This comparative historical study analyzes the formation of primary teachers in Brazil and Portugal, between 1830 and 1980. Therefore, this paper considers the school culture as a specific culture and that its historical analysis involves studying the shaping of teachers' training for primary schools in both countries. This work intends to answer the following question: what training trajectories followed primary teachers in Brazil and Portugal during the educational reforms based on political and social changes in these two countries during this period? This study shows that different school cultures had their differences and similarities in the training of their teachers for primary school and many changes happened in the name of a transformation of the society, so that they could, better prepared, contribute to the democratization of primary education and to the qualification of students for the labor market.

Keywords: Teacher Education. History of Education. Primary school.

RESUMO

Este estudo histórico comparativo analisa a formação dos professores primários no Brasil e em Portugal, entre 1830 e 1980. Para tanto, este trabalho considera a cultura escolar como uma cultura específica e que, analisá-la historicamente envolve estudar como se deu a formação dos professores para o exercício do magistério na escola primária nesses dois países. Intenta responder ao seguinte questionamento: que trajetórias de formação tiveram os professores primários no Brasil e em Portugal durante as reformas educacionais embasadas em mudanças políticas e sociais nesses dois países nesse período? Este estudo apresenta que diferentes culturas escolares tiveram suas diferenças e similaridades na formação de seus professores para a escola primária e muitas mudanças se processaram em nome de uma transformação da sociedade, de modo que pudessem, melhor preparados, contribuir na democratização do ensino primário e na qualificação dos alunos para o mercado de trabalho.

Palavras-chave: Formação de Professores. História da Educação. Ensino Primário.

1. Introduction

Educational research has been guided by epistemological frameworks belonging to other fields such as Anthropology, which has influenced the pedagogical research, whose key concept is the concept of culture (Valente, 2009). As the school culture is a specific culture, its historical analysis requires the study of the way teachers are trained to teach each school level, knowing the knowledge they must for the practice of teaching. Teaching is one of the

foundations upon which rests the development and renewal of the educational systems, a kind of field historically crossed by pedagogical models and political and ideological principles. Thus, a historical study on the training of teachers to exercise primary teaching, in a given period, is directly related to the writing of the History of Education (Mogarro, 2001).

Although the historical production is traditionally considered a national production, the comparative historical studies show that "the issue of transit between countries, between cultures, allows certain problems to be understood beyond what could be their regional determinants" (Valente, 2009, p.230). Thus, in Comparative History the interest lies in the production of knowledge that is not conditioned to the notion of space as the national territory, which agrees with one of the aspects of the Comparative Education: the reorganization of the global space. Designed as a knowledge resulting from interpellation, through comparison, of education in its various aspects, established in different contexts, the Comparative Education should have as ultimate goal, not to find similarities or differences, but to make sense of educational processes. Thus, considering there is a constant presence of comparison in the history of construction of knowledge, was considered for this study the training of primary school teachers in Brazil and Portugal in the period 1830-1980, when there were several educational reforms based on political and social changes in these two countries.

The researches developed by historians about the educational reforms denounce the existing divorce between the promoters of the reforms, the reformers of Education and History. Viñao (2000) emphasizes that, in coexistence with the successive educational reforms, school culture, that is, ways of being and thinking transmitted from generation to generation by teachers as a result of their teaching experiences, allow them to plan and carry out academic activities, adapted and transformed in accordance with the requirements and external pressures. Thus, "[...] school culture can be defined as a set of ideas, principles, criteria, norms and practices sedimented over time of educational institutions" (Viñao, 2000, p. 100). In this sense, the subjects who take part of everyday life of a school, over time, will define the practices and school models of doing and thinking. As part of the professorial culture, those subjects, often claiming lack of time for modifications and internally guided by the continuity of existing teaching practices, resist the required changes.

To Viñao (2000), school culture is a combination of beliefs and ways of thinking, habits and practices, adopted by communities of teachers who have to face similar requirements and limitations over the course of many years. This culture gives new members the solutions historically shared collectively in the community, which are configured as reference for learning. The strategies used by teachers facilitate to face the uncertainties and anxieties generated by the reforms and the adaptation to different and varying school contexts.

Considering the reforms that have taken place in the period 1830-1980 in Brazil and Portugal, countries with different cultures, a comparative historical study may allow the opening of borders between the two countries and give emphasis on dynamic spaces in which there was a circulation of ideas marked by dissensions and cultural differences between the regional and the transnational education. This may assist in the understanding of how the historical reading of that period, according to Chartier (2007, p.81), contributes to the "indissoluble union of the global and the local".

Therefore, this study pursued to answer the following question: what were the training trajectories of primary teachers in Brazil and Portugal during the educational reforms based

on social and political changes in both countries during this period?

As a goal, the work aimed to analyze the training of primary school teachers in Brazil and Portugal, between 1830 and 1980, and know the process of diffusion of the reforms that occurred in this period and how they influenced the formation process of these teachers.

2. Training of primary school teachers in Brazil

In Brazil, the Law of Primary Schools (Lei das Escolas de Primeiras Letras), promulgated on October 15, 1827, brought a concern with the training of teachers, who should be trained by the mutual teaching method in the capitals of the respective provinces. The demand for the teacher's didactic preparation was set, although there was no reference to the pedagogical issue of education. With the enactment of the Additional Act of 1834, the provinces were assigned the responsibility for primary education, when European countries adopted the model of training of teachers with the creation of the Normal Schools (Saviani, 2009).

The first Normal School was established in Rio de Janeiro province, in 1835; the second in Bahia, in 1836; Mato Grosso, in 1842 and São Paulo, in 1946 (Romanelli, 2009) and were subsequently created in other states. These schools were designed to improve the training of teachers (Ribeiro, 1987). At that time, as subjects of the curriculum of normal school: Portuguese; French; Elementary Mathematics and Mercantile Bookkeeping; Geography and World History; Philosophy and Law Principles of Natural and Public Law; Pedagogy and Practice of Primary Education, among others (Natsume, 2005). These disciplines were almost the same studied in primary schools, but studied more in depth by the normalists, with emphasis on teaching methodology.

The model of organization and operation of Normal Schools was signed with the reform of public education in São Paulo occurred in 1890, which argued that without well-prepared teachers, according to educational and scientific processes tailored to the demands of real life, teaching could not be regenerating and efficient (Saviani, 2009) and this preparation resided in "normal schools organized in a position to prepare them" (Reis Filho, 1995, p. 44). This reform spread to other cities of the state, becoming a benchmark for other states, as teachers held internships in São Paulo, or received visits of São Paulo teachers in training missions in their cities. However, the expansion of this Normal School standard has not brought significant advances because it was centered in the field of knowledge that would be transmitted.

Claims for education and consequent educational reforms occurred from changes triggered by the Proclamation of the Republic, which took place in 1889 in Brazil. According to Hilsdorf (2005), the Proclamation of the Republic established the beginning of an era of great socio-political and cultural transformations, considered as relevant factors to the understanding of the expansion of the educational systems. This concern is evident in the early twentieth century, when there is an increase in the government leaders' concern with the expansion of vacancies in public schools, seeking to include all children in school age.

In the political sphere, the 1930's revolution brought to power Getúlio Vargas. During this period, the training of primary school teachers in Brazil was regulated by Decree n. 19890, of 18 April 1931. From this year, students who had completed primary school and would enter the Normal school would take the entrance examination in February. This examination was a

requirement in accordance with Article 18 of this Decree, and constituted of two parts: in the first, the applicant held a written test and in the second, an oral exam. After this evaluation process, an arithmetic mean was obtained from all results obtained in the examination, and the candidate would be ranked in a list, with their grades and respective classifications. These tests were carried out in Brazil over 40 years (Cipriani, 2006).

In 1932, a new Constitution was granted and instituted the Estado Novo (New State) in Brazil, led by Getúlio Vargas, who would remain in power as dictator until the year 1945. The period privileged the centralization and greater autonomy of power over local forces, with the economy linked to the creation of the industrial base in the country, then controlled by the military (Hilsdorf, 2005). Marked by the ideology of qualification and development of new industries, few results have been achieved with regard to the democratization of education in this period. The state began to intervene in all sectors of the society, and in the area of education the authoritarianism reigned, with great diffusion of ideas of centralization, nationalization and modernization. The National Educational Plan (Plano Nacional de Educação) was idealized, with the establishment of specific organs that could create a line of curriculum guidelines, together with the Ministry of Education and the National Council of Education (Medina, 2007).

The 1930s set a new phase for the Brazilian education, with the creation of the Educational Institutes, considered spaces for the development of education, teaching and research, with emphasis to the Institute of Education of the Federal District, established in 1932 by Anísio Teixeira, having Lourenço Filho as director; and the Institute of Education of São Paulo, established by Fernando de Azevedo, in 1933 (Saviani, 2009). During this period, the ones involved in the teacher training process were concerned with the teachers' professionalization and the search for professionals in education who presented a new moral and social conformation, i.e., there was a need to train a new type of educator, according to the moral and scientific principles of the times (Romanelli, 2009).

With the reform prescribed by Decree-Law no. 3810, of March 19, 1932, Anísio Teixeira transformed the Normal School in Teachers School. This new type of school had as a supporting structure: kindergarten, primary school and secondary school; as well as an institute of educational research and libraries. The curriculum was altered, and in the first year the following subjects would be studied: educational sociology; educational biology; educational psychology; introduction to the teaching and history of education. In São Paulo, the Teachers School is also created (Saviani, 2009).

Raised to the category of university, the Institutes of Education of the Federal District and of São Paulo were incorporated into universities. The Institute of São Paulo was incorporated by the University of São Paulo and Rio de Janeiro by the University of the Federal District. Decree n. 1.190, of 4 April 1939, definitely organized the National Faculty of Philosophy of the University of Brazil, a institution of reference in higher education. This law composed a model known as "3 + 1 scheme", used to organize the courses of Pedagogy and Teaching. This model advocated three years for specific subjects and one year for the training of teaching. The degrees in teaching courses would train teachers to teach classes in secondary schools, and Pedagogy would train teachers for the Normal Schools.

According to Saviani (2006), the 1930s and 1940s were decades of dissemination of the Normal Schools throughout Brazilian states. As of January 2, 1946, with the approval of Decree-Law 8530 nationwide, known as Organic Law of the Normal School, Normal course

was divided into two cycles. The first cycle corresponded to the junior cycle (*ginásio*) of Secondary School and lasted four years with the aim of forming conductors to work in Primary Education and operated in the Regional Normal Schools. The second corresponded to the senior cycle (*colegial*) of the Secondary School, lasting three years, and aimed to train teachers of primary level of education and operated in the Institutes of Education and the Normal Schools (Saviani, 2006). In these primary teachers training courses, the pedagogical proposal pointed to the need for active methods, and the supervision of the curriculum by the federal government. The curriculum for all Brazilian states was standard, containing the Teaching Practice discipline, and there was autonomy for additions or developments of disciplines in order to tailor the course to local conditions.

From the year 1945, Brazil experienced the post-Estado Novo period, in which the school constituted an important baseline in the search for social advancement and entrance in the labor market. Schooling, in turn, came to be seen as a gateway to the development of society. A new Constitution, of 1946, was enacted in Brazil with liberal and democratic features. This Constitution assigned the Union, in accordance with Article 5 (item XV, paragraph d of Chap. I), the right to legislate on the guidelines and bases of national education, and to organize the Federal Teaching System. This Constitution established that only the four-year Primary Education was mandatory, and should be free in public schools. The Minister of Education appointed a committee of educators in order to study and propose a bill of National Education, which was proposed for the National Congress in November 1948 (Petry, 2002).

According to the Decree-Law 8530/46, Art. 8, the disciplines that were found in primary teachers training courses should be organized in three annual series and have at least the following contents for the respective series:

“First grade: Portuguese; Mathematics; Physics and Chemistry; Human Anatomy and Physiology; Music and Singing; Drawing and Applied Arts; Physical Education, Recreation and Games; Second grade: Educational Biology; Educational Psychology; Hygiene and Health Education; Methodology of Primary Education; Drawing and Applied Arts; Music and Singing; Physical Education, Recreation and Games; Third grade: Educational Psychology; Educational Sociology; History and Philosophy of Education; Hygiene and Childcare; Methodology of Primary Education; Drawing and Applied Arts; Music and Singing; Teaching Practice; Physical Education, Recreation and Games” (Brasil, 1946).

However, the primary teachers training courses could also be taken in two years of intensive study, as stated in Art. 9 of Law 8530 /46, which established, at least the following subject matters:

“First grade: Portuguese; Mathematics; Educational Biology (notions of human anatomy and physiology and hygiene); Educational Psychology (notions of child psychology and psychological foundations of education); Methodology of Primary Education; Drawing and Applied Arts; Music and Singing; Physical Education, Recreation and Games; Second grade: Educational Psychology; Social Foundations of Education; Child Care and Health Education;

Methodology of Primary Education; Teaching Practice; Drawing and Applied Arts; Music and Singing; Physical Education, Recreation and Games” (Brasil, 1946).

The Constitution of 1946 also included the assessment procedures to which Normal Course students should be submitted to be promoted to the immediate grade, or to complete the course. It consisted as mandatory in each discipline: an annual score for exercises, a score obtained in a partial assessment and scores obtained in the final exam, which should be expressed on a scale from zero to one hundred. Moreover, each student should be given by his/her teacher a score on his/her performance in each subject. Thus, the arithmetic average of these monthly scores would compose the annual score for exercises obtained by the student. The partial written or practical assessment should be given in the first half of June for all subjects, which should cover all the contents taught (Brasil, 1946).

Also according to the 1946 Constitution, at the end of the school year the students of the Normal Course should be submitted to a final written and oral exams, or written test and practice. It should be mentioned that the written tests of the final examinations should be carried out in mid-November and the oral and practical tests in December. The final score would result from the arithmetic mean of all these scores obtained: the annual score for exercises; score for the partial assessment and score for the two assessments of the final exam. After this process the student who obtained at least five (5) as final score in each discipline would be promoted. However, if the student flunked in one or two subject matters, he/she could appeal to take a second-season assessment in February (Brasil, 1946).

This Decree-Law 8530/46 also determined that all Normal Education institutions maintained primary schools attached for the teaching practice. In this sense, in addition to the assessments already mentioned above, students of the Normal Course were subjected to practical tests of teaching, throughout the three years of the course, which were subsidized by the disciplines Methodology of Primary Education and Teaching Practice. In these tests, the students should show resourcefulness and ability to teach, so that they had a technical and scientific knowledge that could help them maintain authority, order and discipline in the classroom (Cipriani, 2006). The practice of the teacher was based on teaching models that were considered effective for the teaching-learning of the subject matters (Pimenta, 2006).

During this period, the Institutes of Education and Normal Schools had Kindergartens and Primary Schools as associated schools. The Education Institutes trained primary school teachers with professional qualification in Teaching and in School Administration. The Normal School offered the second cycle, training primary schoolteachers and the Regional Normal Course, at the level of the first cycle, preparing teachers for the Primary Education (Almeida, 2006).

In the mid-1950s, Brazil begins following a developmental policy, led by Juscelino Kubitschek, who went on to rule the country, supported by different segments of the society. Regarding the educational policy of this government, it was linked to development needs, and even in the primary education, the school should be directed to the needs of the labor market (Zotti, 2004). During this period, there were several social changes in Brazil, and, with the evolution of technology, the economic model began requiring qualified labor force. That ideology was focused on the evolution of the economy, with increasing employment opportunities for the population, but the profits were concentrated in minority sectors (Saviani, Almeida, Souza & Valdemarim, 2004). There was a movement demanding the

democratization of the education across the country. Thus, several social policies were adopted by the government, with a highlight for the educational policy of expansion of the Primary and Normal Education.

In the early 1960s, Brazil was going through a deep political turmoil. In 1961, Jânio Quadros took over as president of Brazil and gave new directions to the foreign policy, guiding the domestic policy. Amid this political transition, within the scope of education, the public school has entered a process of expansion, opening its doors to the children of workers. With this advance in favor of the decentralization of education, in December 1961, Law 4024 / 61 was enacted, called Law of Guidelines and Bases of National Education (Lei de Diretrizes e Bases da Educação Nacional). This law was the first to include all levels of education and to be effective throughout the country, formally creating the Federal System of Education and the Education System of the states and the Federal District, and structured teaching in Pre-Primary Education, Primary Education, Secondary Education and Higher Education (Saviani, Almeida, Souza & Valdemarim, 2004).

During this period, as agenda of discussions we highlight: "the quality of education and the relationship between primary education, occupational life and the continuation of studies" (Saviani, Almeida, Souza & Valdemarim, 2004, p.151). On the one hand, there was concern about the end of elementary school (12 years) and initiation in the labor market (14 years, regulated). On the other hand, the barrier maintained until then by the entrance exams between Primary and Secondary Education should be broken. The interest was now to conceptualize primary school as a synonym of a common elementary and non-selective school. When establishing general guidelines for Brazilian education, Law 4024 / 61 triggered the unification of educational systems, decentralizing and making the curricula more flexible (Medina, 2007).

Still in 1961, in Brazil, President Jânio Quadros resigned and President João Goulart took office. As goals, the new government established base reforms that could reduce inequalities. It proposed constitutional reforms that ended up creating conditions in Brazil for military coup that happened in the country in 1964, a political rupture with the support of the population, which was considered necessary by the sectors that dominated the country's economy (Saviani, 2008). With this coup, a military government began, having Castelo Branco as president. His government was centralized, nourished by the ideology of the developmental nationalism and associated with the economy based on industry and foreign capital, which would last until the year 1984.

In 1964, innovations were requested in the scope of education, with agreements being signed between MEC and USAID, which consisted of a series of agreements between the Brazilian Ministry of Education and Culture - MEC and the U.S. Agency for International Development - USAID, whose assistance allowed providing the Brazilian educational agencies, institutions and authorities with technical and financial assistance (Romanelli, 2009). During this period, the technicist tendency became pronounced, when there was a movement to qualify efficient teachers who could work for the economic development of the country. Thus, the Normal School was assigned the role of offering prospective teachers a vocational course in which the methodological knowledge so that they could exercise the magisterium was preponderant. Modernize the teaching meant to operationalize the objectives, the planning, the educational activities, the application of methods and teaching techniques. The courses that aimed at the most technical aspects such as Didactics, Teaching Methodology and Teaching Practice were considered relevant in the training of primary school teachers (Tanuri, 2000).

The National Education Plan was revised in 1965, covering standards that would stimulate the preparation of state plans. As the military regime in Brazil showed to be undemocratic, educators were forbidden to give opinions on laws and decrees relating to Education. Thus, the educational policy of the military government, mirrored in international models, began to adapt the Brazilian population to its demands (Piletti, 1996; Hilsdorf, 2005).

In 1967, the new Brazilian political and social situation demanded changes in the educational legislation. However, there was only an adjustment of the Law of Directives and Bases of National Education, promulgated by Law 5692/67, which set the Primary and Secondary School and the name was changed to First and Second Degree School. Another measure taken was the technical and financial collaboration agreements signed by the Brazilian Ministry of Education and the Agency for International Development (USAID) to attenuate the crisis of the Brazilian educational system (Saviani, 2008).

With these agreements that had as the core the integration of teachings aimed at reorganizing the elementary school, the government began to take steps to adequate the educational system to the new economic model, which demanded better training of human and technological resources, guiding the training of qualified professionals. During this period, the state organized and defined teaching along the lines of autonomy and interdependence between the federal government, the states and the municipalities. For this purpose, the integrated planning seeking to overcome existing inequalities was used. In education, this performance was conducted by the National Educational Development Fund - FNDE, an organ with corrective and coordination function, set up by Lei 5537/68.

It was a time when the innovation of the curricula of primary education was based on the guidelines of the MEC-USAID agreements, based on profitability, the use of fewer resources, the expansion and improvement of the quality of education. For the Primary School, there was a change in the education series, with no more failing of students between two series of the same cycle; as well as the reorganization of the curriculum and programs and pedagogic guidance (Medina, 2007).

In the 1970s, due to the entry of foreign capital in Brazil, there were changes in the political, social, economic and educational aspects. During this period, as a result of the rapid urbanization, there was an increasing demand for jobs, which led employers to require workers with an increasingly higher level of education. In 1971, during the military dictatorship, Law 5692/71 of Guidelines and Bases of National Education passed, setting new standards that would regulate the teaching of 1st and 2nd degrees¹. This law was imposed on civil society, founded on liberal principles and with technicist characteristics, instituting mandatory professionalization in all 2nd degree courses in the country (Saviani, 1996).

The aim of Law 5692 / 71 was to extend the compulsory education range, which was limited to Primary Education and reform the educational system for the 1st and 2nd degrees. According to this new law, the primary and junior schools were merged under the name of 1st degree, lasting eight years, and made compulsory for children aged 7 to 14, and free in public schools. This new structure removed the so-called entrance exams, to which the students were submitted at the end of primary school (*primário*) to enter the junior school (*ginásio*). The high school (*ensino médio*), now called 2nd degree, had 3 or 4 years of duration. This law established that the curricula of the 1st and 2nd degrees would have a common core, compulsory nationally, as well as a diversified part to meet, according to the real needs and

¹ Today called Fundamental Education (*Ensino Fundamental*) and Medium Education (*Ensino Médio*).

possibilities, to the local particularities, the plans of the establishments, as well as to individual differences presented by students (Saviani, 1996).

The first real measure for the implementation of Law 5692 / 71 was the Review 853/71, which set "the common core for the curricula of the 1st and 2nd degrees" and the curriculum in law 5692 /71 (Saviani, 2006). As goals of that review there were the appreciation of the tenet of the curriculum and the presentation of the contents, differentiating the common core from the diversified part. The disciplines that were part of the common core were: Communication and Expression, Science and Social Studies and should be determined in an integrated manner. But, as a general education in the early grades, the pedagogical treatment in Communication and Expression, Social Integration and Introduction to Science should be predominant. Thus, the purpose of general education was to form in the students a common base of indispensable knowledge with humanism and that could guarantee the continuity of the studies. This review also consisted of the fraction of special training that aimed to a survey of skills and initiation for work in the 1st degree, and professional qualification in the 2nd degree.

With the publication of Law 5692/71, Normal Schools were closed and replaced, for the teaching of 1st degree, by the Specific Qualification of the 2nd degree (Saviani, 2006). Concerning the criteria adopted in the formation of the teaching course (*magistério*), law 5692/71 stipulated that a minimal training to exercise the teaching profession would be required, according to some criteria set out in Article 30:

“a) in 1st grade teaching, from the 1st to 4th grades, 2nd degree specific qualification; b) in 1st grade teaching, from the 1st to 8th grades, higher education specific qualification, at undergraduate level, represented by a 1st degree teaching certification obtained in a short-duration course; c) in all 1st and 2nd degrees teaching, specific qualification obtained in undergraduate higher education corresponding to full teaching certification. § 1 The teachers referred to in letter a may teach 5th and 6th grades of 1st degree of education if their certification is obtained in four grades, or in three grades, with additional studies that should correspond to an academic year which must include, when appropriate, pedagogical formation. § 2 Teachers referred to in letter b can reach, in the practice of teaching, the 2nd grade of the 2nd degree through additional studies which shall correspond to at least one academic year” (Brasil, 1971, s/p).

With respect to training courses, the LDB No. 5.692 / 71 abolished the Institutes of Education and transformed the Normal School in Specific Certification for Teaching. The course to train primary school teachers was no longer taught at the junior level. It was extinguished, and began to be taught at high school level. As a main change in the new structure, the future teacher could specialize as teachers in kindergartens or, if preferred, in the first degree, i.e., the course was split into Specific Certifications. There was emphasis on the development of educational plans, assessment forms and the use of teaching techniques (Tanuri, 2000).

In 1972, Review No. 349/72 was published, organizing the Specific Certification for Teaching in two basic modes: one that would qualify teachers to teach until the 4th grade, lasting three years; and another one, qualifying teachers to teach the 6th grade of the 1st degree, with duration of four years. The minimum curriculum for these teachers training courses contained the subjects of the common core, that were mandatory for all the 1st and 2nd degrees, which should guarantee general education; and a diversified part, aimed at special training (Saviani, 2006).

This common core contained the following disciplines: Communication and Expression, which included Portuguese and Brazilian Literature; Social Studies, with contents of Geography, History, Moral and Civic Education and Social and Political Organization of Brazil; and Sciences, covering the contents of Math, Physical and Biological Sciences and Health Programs. In the diversified part, Foundations of Education, which included "the biological, psychological, sociological, historical and philosophical aspects of education; Structure and Operation of the 1st Degree Teaching; and Didactics, including Teaching Practice" (Saviani, 2005). Thus, this 2nd Degree Qualification replaced the old Normal Course, and the training of primary school teachers was reduced to a qualification among others, which became a reason for concern.

The National Center of Personnel Training for Professional Qualification pointed out, as shortcomings of that teachers training course, the vague curricular structure; the inadequacy between the content taught and the real needs for the teachers training; the diversified part of the curriculum that addressed subjects that did not add to the teachers education; the absence of interdisciplinary integration; among others (Saviani, 2006).

As of 1980, there was a movement centered on the principle that teaching was constituted on the basis of identity of the professionals of education, which intended to reformulate the Pedagogy and Teaching Certification courses. Thus, the institutions started assigning to the Pedagogy Courses the formation of the teachers for the Early Childhood Education and Primary Education.

3. The training of primary school teachers in Portugal

The training of primary school teachers in Portugal began in Primary Normal School of Lisbon founded in 1862 by decree of King Luís I of Portugal and remained in operation until the early twentieth century. Between 1910 and 1926, the political instability hindered the continuity of the republican initiatives related to education. In 1926, resulting from a military movement, a period known as *Estado Novo* (New State) began in Portugal, changing the education policies. At that time, a dictatorial regime was settled in the country. The military formed the government and invited Oliveira Salazar² to be the Minister of Finances, who refused the invitation, but came to hold the position two years later (Abreu; Roldão, 1989).

In Portugal, the 1930s were marked by the extinction of Portuguese Normal Schools and the foundation of the Schools of the Primary Teaching, responsible for the training of teachers for the primary level of education. In the political context, in 1932, Salazar became president of the Council of Ministers, which was equivalent to the post of Prime Minister. The following year, they promulgated a new Constitution, which established the expression: "*Estado Novo*". Thus, the dictatorial regime was shaped in a way that would be kept by the year 1974 (Stang, 2008). In 1936, the Schools of the Primary Teaching, after only six years of operation, were closed, and were only reopened in 1942.

As a result of this closure of Primary Teaching Schools, there was a great shortage of teachers for this level of education. This situation worsened when Salazar began a project that intended to build 12,500 primary school classrooms until 1950. In 1943, by Decree-Law No. 52629, the state approved the teaching programs of the Primary Teaching Schools. These same

² Oliveira Salazar studied in the Law School of University of Coimbra Coimbra (Mogarro, 2001).

programs continued in force until the year 1974, without modification (Stoer, 1982). The three-year course was reduced to two years, being taught in schools in Lisbon, Porto, Braga and Coimbra (Carvalho, 1985). Since 1947, the Portuguese educational policies reflected the social and economic reality of the post-war period, under the guidance of Salazar, and were articulated in order to promote the economic development of the country (Brito & Rosas, 1996).

The 1950s, in Portugal, was a decade of major changes. In 1955, Leite Pinto began his duties as Minister of Education, posing as goals of the national education "expand primary education and mitigate strict guidelines, which were in complete conflict with the postwar world" (Sampaio, 1977, p.5-6). The technical progress demanded formation of labor-skilled workers by qualified specialists and researchers prepared to activate School (Carvalho, 1985).

In 1956, in Portugal, Decree-Law No. 40694 of December 31 instituted the compulsory educational system through fourth grade of primary education, which aggravated the shortage of teachers (Sampaio, 1977). Therefore, in order to promote training of primary school teachers, the Decree-Law No. 41902, of October 9, 1958, authorized the increase in the number of students expected to enroll in school year 1958-1959, in the Primary Teachers' Training Schools and the appointment of necessary teaching staff (Diário do Governo, 1958).

In 1959, the Minister of Education drew up a Cultural Development Plan (Plano de Fomento Cultural), establishing dialogues with international organizations linked to the studies in question and seeking aid from the OECD-Organization for Economic Cooperation and Development (Organização de Cooperação e Desenvolvimento Econômico). This plan resulted in the OECD assistance to Portugal, Spain, Italy, Yugoslavia, Greece and Turkey for a common project "Mediterranean Regional Project/Projeto Regional do Mediterrâneo" (Carvalho, 1985) that aimed to study the national educational needs until 1975; promote reforms in the education system in force, adapting it to the new programs and the new requirements of education; and conduct training and development of teachers.

In 1960, in Portugal, the compulsory education was extended to women, through Decree-Law No. 42994/60. According to the decree, the primary education formed only one cycle of four classes, ending with the distinction between Elementary and Complementary Primary Education. The new programs aimed at coordinating and updating the disciplines of the Primary Education (Sampaio, 1977).

The Decree-Law No. 43369 of 1960 modified the Normal Primary Education, reorganizing and altering the plan of studies, expanding it to four school semesters and allowing the attendance of school regents in Primary Teachers' Training Schools, with exemption from entrance examination, specifically those who obeyed the requirements for these tests, which gave them the right to enroll in these schools. The other candidates for the Primary Teachers' Training Course held the Entrance Examination prepared by the Ministry of National Education (Diário do Governo, 1960). If successful, these students would enroll in that course, aiming to embrace the teaching profession at the primary level of education.

Candidates for the teacher's primary school until that date were accepted by the Primary Teachers Training Schools with a minimum qualification of the 2nd cycle of the secondary school or equivalent, or with preparatory courses for admission in industrial and commercial institutes and in schools of fine arts. After being admitted in this course, in addition to performing regular tests during the school year in all disciplines, the students of Primary

Teachers Training were also evaluated by their attendance, behavior and performance. To be promoted, the students had to reach ten or higher on a scale of 0 (zero) to 20 (twenty) in each of the disciplines of the 3rd semester of the course, when they were taking the Final Examination. This examination consisted of a practical assessment, to ascertain the qualifications in the disciplines of Drawing and Educational Handcraft; and a written assessment, focused on other curriculum subjects. The student who did not reach the minimum attendance in the same year twice, or flunked the Final Examination twice would be excluded from all Primary Teachers Training schools countrywide (Diário do Governo, 1960).

The success in the Final Examination gave the student the right to be admitted to the internship, conducted in the fourth quarter of this course, in the official primary schools, under the supervision of teachers of the Primary Education. From the year 1960, with the Decree-Law No. 43369, the internships began to be carried out in parallel to the course, lasting twelve weeks, so the learning would enable the theoretization of the practice, and the application of the theoretical notions. For convenience, the internships began to be carried out in the application schools, attached to the Primary Teachers Training Schools or in other schools of primary education in the same city where they had begun operating as Application Schools, by order of the Minister of National Education (Diário do Governo, 1960).

During this period, when the students of Primary Teaching Course finished it with an average performance of "10 points" per semester, plus a good behavior and attendance in class, they could apply for the State Examination, which entitled them to exercise the Primary teaching (Diário do Governo, 1960). However, despite being qualified and rated for the Primary teaching at this level of education, these professionals could improve their classification previously obtained in the State Exam (Pinheiro, oral testimony, 2007). This could be done by taking the Repetition of the State Examination for the Primary Teaching, regulated by Ordinance No. 18581 of July 8, 1961. In this sense, after this examination, the highest score would prevail. To take this examination, the candidates should present their certification for School Management, of at least 5 years of service rendered to Primary Education.

In Portugal, in 1962, Galvão Teles took over the Ministry of National Education, giving continuity to the same course of action. By decree nº45810, in 1964, the period of compulsory education was extended until sixth grade to children enrolled in the first class until 1964-1965 (Diário do Governo, 1964). In the same year, 1964, the Statute of National Education was drawn, aiming to cover "all the Portuguese school system in the light of the new pedagogical interests." In this document were the guiding principles and key ideas that could give shape and expression to the new system of educational action (Sampaio, 1977, p.24). Later that same year, the report of the Mediterranean, with the technical and financial support of the OECD became public. Galvão Teles rendered great attention to this project, following this work in subsequent years. In this report, the ongoing characteristics of each level of education from primary education to higher education were exposed. The decree 45810 of July 9, 1964 determined that the Primary Teachers Training Schools would have two courses, a general and a complementary one, with plans and programs that would be established. However, it did not work for the complementary education (Sampaio, 1977).

In 1970, there was great demand by the Primary Teachers Training Schools justified by the lack of primary education agents (Sampaio, 1977). The Primary Teachers Training Schools, from 1974-75, went on an educational experience regime, which gave them a new kind of openness for the experimentation of new teaching methodologies and practices. During this period, courses for schools regents without qualification or academic certification began to be

offered, which organized actions for the further training of primary teachers. These courses consisted of awareness raising of teachers for the new programs (Abreu; Roldão, 1989). Significant changes under the Normal Education in Portugal occurred in the period 1976-1977, when the Ministry of Education and Scientific Research, along with the Secretary of State for Educational Guidance and Director General of Primary Education, published the Plan of Studies of the Primary Teachers Training Schools of Study Plan Primary. The program consisted of three training areas: the scientific and the psychopedagogic areas and the area of activities of expression (Portugal, 1976-1977, p.47). These plans were in force for two years when, in 1978-1979, new programs of Primary Teaching Schools were elaborated, by the Ministry of Education and Culture and Secretary of State for Basic and Secondary Education and the General Directorate of Basic Education. These programs guided the training of primary teachers in Portugal at the time.

4. Final Considerations

The comparative historical studies constitute one of the specificities of the discussion on the history of global character, as noted by Valente (2009). The considerations presented are an outcome from a comparative historical study concerning the training of primary teachers in Brazil and Portugal in the period 1830-1980, when there were several educational reforms. As stated by Viñao (2000), for a historical study of the educational reforms we must know how the changes occurred, how their rhythms and modes of occurrence happened, their relationship with the times and their process of diffusion. In this sense, this study consisted of meeting the reforms that made in the training of primary school teachers, actions that have always been linked to the political context of these two countries.

A historical study on the teachers training for primary teaching is related to the writing of the History of Education, defends Mogarro (2001). In Portugal, the first Normal School was created in 1816 in Lisbon, and in Brazil in 1835, in Niterói, setting the beginning of the training of primary teachers in these two countries. Following the ongoing social changes in Portugal and Brazil at the time, the Normal Schools gradually adjusted to local political projects, which increasingly believed on the need in primary education for the working classes. Although desires of renovation were always linked to the existing government schemes in both countries, until the 1900s, there was a continuity of the initiatives taken, with regard to the development of Normal Education. In this turn of the century, which is perceived as common features found in Normal Schools is a growing appreciation of the professional practice and the need to adapt the general education to the local context.

In the early 1900s, a period of political instability begins to settle, both in Brazil and in Portugal, which resulted in political movements that and several changes of government. In Portugal, the military government began in 1926, and Brazil, in 1964. The historical reading of this period helped to understand that in this type of government the authoritarianism ruled, with the centralization of power in the state, which ultimately influenced the course of education, including the training of primary school teachers (Chartier, 2007).

To Viñao (2000), during these periods of instability there were changes imposed by the reformers, although with some resistance due to several reasons, such as the presence of persistence, continuities and traditions. On the one hand, there were the different conceptions in the culture of Brazilian Normal Schools, which had to cope with the changes imposed by the state that dictated the rules to be followed; on the other hand, the culture of Portuguese

Normal Schools that, with the obligation to train primary school teachers, had to accept the closure of these schools in 1930. So, in the mid-1930s, while Brazil regulated the training of primary teachers legally, Portugal closed the teachers training for primary schools, which later resulted in a great shortage of teachers for this level of education in that country.

Living in a time when the government was dictatorial, in the 1940s, Portugal reopened Normal Schools, and new programs were developed. What becomes clear from this study is that both in Brazil and in Portugal there was a concern with the training of primary teachers. Each of these countries, within a time and context, regulated the internship for those students. In Brazil, the Organic Law of the Normal School left the training of primary school teachers in the hands of the Institutes of Education and Normal Schools. The Constitution of 1946 obliged the Normal Schools to maintain primary schools attached to their establishments, so that the students could develop their training. In Portugal, the teaching practice in attached or application schools would be introduced only as of 1960.

It is clear that with the technological evolution and the development of these countries, in the 1950s, both in Brazil, during Juscelino Kubitschek's government and in Portugal, during Oliveira Salazar's ruling, the development policy is made effective and education in these two countries during the time was to meet the needs of the labor market. In Brazil, the early 1960s constituted a period of great political and social tension. Similarly, Portugal was still under the power of the military in an authoritarian government, which advocated that the population should love and serve their motherland. During this period, the two countries signed international agreements that came to assist the educational field: in Brazil, the MEC-USAID agreement, and Portugal to the OECD. These agreements generated educational plans as the National Educational Plan in Brazil, and the Mediterranean Project, in Portugal. The integration of the teachings was at the heart of these agreements, aimed at restructuring the educational system similarly to the global economic model. Thus, there were several reforms in the educational system to adapt it to the new demands.

Both in Brazil and in Portugal, all the changes that were processed in the 1960s boosted initiatives of modifications in the training of primary teachers. The 1970s marked the extinction of Normal Schools in Brazil, where the training of primary teachers became the Specific Certification of Teaching, at 2nd grade level. The shortcomings of this qualification caused the responsibility for the training of primary teachers in Brazil, from 1980, to be transferred to the Pedagogy courses. At the time the military dictatorship, which would end only in 1985, was still in force. In Portugal, as of 1974, with the new air of democracy, the Plans of Studies of the Primary Schools Teachers Training were structured, in 1976 and 1978, in order to adapt them to the new context.

To adapt the Normal School to the political context, this period was the scene of major reforms in this level of education. Apparently, the educational reformers, who have held their positions ahead of the education of their countries, not always attributed importance to primary teachers' training schools, and even closed them, as happened in Portugal. Aiming to promote the improvement of the quality of education, very rarely they acted based on the belief that there should always be greater attention to the training of those teachers who were responsible for basic education.

The specific cultures of Brazil and Portugal determined the different educational reforms that took place in these two countries during the period studied. Regarding Normal Education, it seems, a political project of reform was not always present. We observe that in the training of

primary teachers the work done by educational reformers, until the 1960s, did not have a continuity that considered the successes and mistakes, so that they could advance the educational plan. The Normal Schools and, later, the Primary Schools Teachers Training, in Portugal, and Normal Schools, and then the Educational Institutes, in Brazil, lived divergent changes in the process of teacher education for this level of education. Moreover, educational initiatives were distant in time; the Normal school programs stagnated for decades, were succinct and, in every political period, suffered minimal changes, which were in terms of the course structure. They were not always adapted to the reality of both countries.

It was only in the late 1960s, in Brazil, and early 1970s, in Portugal, that these countries began to democratize the education, providing a professional training school. Thus, essentially, in relation to primary teachers training schools, it seems, they sought to meet the goal of the educational reformers, who, aiming at an education allied to the development of the country, were eager to provide conditions that would put such schools in a prominent position in the educational scenario in both countries.

The educational reality in the training of primary teachers in Brazil and Portugal was renewed, although slowly, complying with rules imposed by decrees, international agreements and plans of the government. There were many plans and many changes in the training of these teachers, for the sake of the transformation of the society, in the sense of how primary teachers could, when better prepared, contribute to the democratization of primary education and to the training of students for the labor market.

5. References

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