

# Portugal

## Good Practice: PO GP1

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## "Entrepreneurship VET"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Vocational education and training	Privately funded organisation, Private body of public law	Adult Education, VET	Regional	350 hours	Continuous (2016 onwards)	65% State funded, 35% participant funded. Grants are also awarded. Grants are not awarded to unemployed trainees who are receiving any unemployment benefit, or social unemployment benefit.

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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## 1. What – Focus (theme, orientation)

The overall objective of the programme is to train potential entrepreneurs and promote as many new business projects as possible, as a foundation for the dynamisation of the support and promotion phases of the accelerator of innovation and employment model. Specific objectives include the following:

- Discuss the notion and implications of entrepreneurship
- Analyse the profile and potential of the entrepreneur
- Generate business ideas
- Define and validate a business idea
- Elaborate a small market study that helps validate the business idea
- Seize the main concepts of finance for non-financial
- Define and elaborate a business plan
- To grasp the concepts of the legal-fiscal area, useful for the creation of a company

Identify the main incentives and supports available to SMEs to finance their business

## 2. For whom – Target group(s)

Unemployed men and women 18-30.

## 3. Requirements and access

To obtain certification trainees need to complete the five (5) mandatory modules and two (2) of the optional modules. The modules 'Business rights, ideas and opportunities', 'Study the market' and 'Business Plan', are theoretical-practical, in which the trainees are asked to bring at least a business idea and to work it in room, based on the concepts conveyed in each one.

## 4. Elements of good practice

The programme addresses the following criteria for the development of the learning outcomes:

- Focus on overarching or general knowledge and/or skills (rather than small or trivial details).
- Focus on knowledge and skills that are central to the course topic and/or discipline.
- Create statements that are student-centred.
- Focus on the learning that results from the course rather than describing activities or lessons in the course.
- Incorporate or reflect the institutional missions.
- Incorporate various ways for learners to show success (outlining, describing, modelling, depicting, etc.) rather than using a single statement.

Assessment of the learning outcomes suggested in the programme involves the systematic collection, review, and use of evidence or information related to student learning

The programme employs an Outcomes-Based Education (OBE) model. This model focuses on organizing for results: basing what we do instructionally on the outcomes we want to achieve. Outcome-based practitioners start by determining the knowledge, competencies, and qualities they want learners to be able to demonstrate when they complete an educational or training programme or activity and face the challenges and opportunities of the work environment. OBE, therefore, is not a "programme" but a way of designing, delivering, and documenting instruction in terms of its intended goals and outcomes. The programme is organized based on a participant learner-centred learning framework, which broadly encompasses methods of training that shift the focus of instruction from the adult educator to the participant learner. Participant learner involvement in the educational and learning process is a key part of the programme. Participant learners are expected to do their own learning, so that they gain a full understanding of the material. Increased participant learner involvement allows participant learners to feel responsible for their own learning, and they should learn more through this individual learning. The programme employs a blended-learning approach for developing all the training activities. This approach refers to the complementary use of e-Learning in the standard education model, due to the benefits it offers on a broad scale, to name a few, self-paced learning, testing and quizzing, monitoring and feedback. The advantages of this approach are far more important than one might think, as they affect not only the trainees, but also the trainer and the learning process itself

Valuing diversity is an aspect that is not entirely addressed in the programme. The educators suggest that it relies on the educators' genuine commitment to its implementation, which may be critical to trainees' success. In order for trainees to be successful, educators need to become culturally more competent. Cultural competency for them refers to the continuous learning process that enables them to function effectively in the context of cultural differences both in the classroom and in the work environment.

There is a control system and electronic platform, as well as formal procedures of existing provision and assessment methodologies in use by adult educators in adult education centres for the assessment of the whole programme. The educators mention that the national agency for qualification and vocational education and training has produced a set of methodological guidelines, and guidance for assessment that they use. In addition, this agency assures the quality of provision through standards of competences that establish patterns of normalisation of pedagogic work and uniformity of work procedures. The agency also evaluates the work achieved within the adult education policy, which involves the promotion of external evaluation of the existing provision and of procedures for self-evaluation made by the GP for this and all the other programmes on offer. So far the evaluation

has been implemented twice and based on the final assessment report no improvements were required. However, the assessment report suggests that the GP must take into account the new methodological guidelines regarding the recognition of prior learning, namely those concerning the evaluation of competences and acquisition of certification by the trainees.

## 5. Perceived challenges

There are essentially two issues that stand out. The first is the recognition of prior learning for participant trainees. For the educators but also for some of the trainees the NOF facilitates the progression of trainees through qualifications by giving credit for learning outcomes they already have achieved. Credit outcomes may allow for entry into a qualification and/or provide credit towards the qualification. Credit given may reduce the time required for a trainee to achieve the qualification and this is important for many of them. Exercising APC in this context becomes particularly challenging however considering that the school system provides a course on citizenship that is compulsory for all students in high school. What the school does not do is to assign specific learning outcomes to the course that are directly relevant to APC competence. This then means that the course on citizenship at school cannot be recognised and therefore APC needs to be included in the training syllabus.

The second issue relates to the competences of the trainers and educators. Most trainers feel inadequately prepared to include APC as a separate module and they are trying to blend it in the existing syllabus not always successfully. Even those trainers with relevant studies and degrees like law and political science cannot always relate APC to the training they provide. This again asks for a new approach to the training of the adult educators. For most of them the training should be more focused and relevant to the specificities of the learners and trainers rather than being generic and non-specific.

## 6. Testimonials

The majority of VYAs claimed that finding work that makes them feel secure is the most important priority for them. Training for VYAs like those who are long-term unemployed is mostly about getting a job. Some respondents stressed the fact that knowing how to develop your CV is the most important element in taking chances with employers. It is not about "the paper" they receive but about the skills that the paper reflects upon, and this is something they do not learn during the course of the programme.

All trainees claimed that benefits from participating in the programme are more than the disadvantages. Very few however suggested that the practical element, hence



the “Workshop on generating ideas for employability” needs to be structured in a way that involves them with real life events and with participants from outside who have practical experience and can transfer this to them during the workshop.

## 7. More Information

EduMAP project’s publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP’s official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 ‘good practice’ cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)