



**FiFoBi**

**Developing business competences in school**

**The entrepreneurship subject  
in the Portuguese basic education system**

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## **The entrepreneurship subject in the Portuguese basic education system**

- ❑ Introduction**
- ❑ Economics and business in the basic education curriculum**
- ❑ Teachers' role in studying entrepreneurship**
- ❑ Relevance of entrepreneurship competences for students**
- ❑ Final remarks**



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## The entrepreneurship subject in the Portuguese basic education system

### Introduction

#### □ The Portuguese education system

Pre-school,

Basic education,

Secondary Education,

Post secondary non-tertiary education,

Higher education



# Portuguese Educational System : Simplified Chart

		Years of Schooling									
		1-2-3-4	5-6	7-8-9	10-11-12	13-14	13-14-15	16-17	18-19-20 16-17-18		
		Basic Education			Secondary Education	Post Secondary Education	Higher Education				
		1 <sup>o</sup> Cycle	2 <sup>o</sup> Cycle	3 <sup>o</sup> Cycle							
		Modalities									
Pre-School Education	General Basic Education	General Basic Education	General Basic Education	General Courses (Scientific, Social and Human Sciences, Socio-Economic Sciences,...)	Technological Specialisation Courses (CET's)	University Education	Degree and Master incorporate Courses		Doctorate		
	Recurrent Basic Education	Recurrent Basic Education	Recurrent Basic Education				Technological Courses	Degree Courses		Master	
	Education and Training Courses	Education and Training Courses	Education and Training Courses	Specialised Artistic Education			Polytechnic Education	Degree and Master incorporate Courses		Degree Courses	Master
				Vocational Training							
				Recurrent Secondary Education							
Qualification Levels in EU		1	2	3	4	5					
AGES		6 - 10	10 - 12	12 - 15	15 - 18	18 - (...)					

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### **Introduction**

- ❑ **The compulsory education in Portugal:**

**has been 9 years of schooling until 2009/2010  
since then it has been extended to 12 years**



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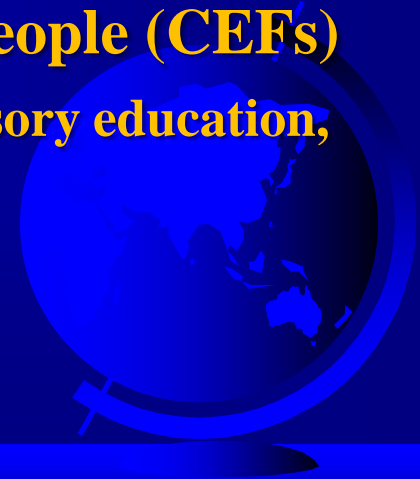
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## Introduction

### ❑ **Alternative curriculum pathway**

Type of education usually attended by young people who  
have learning difficulties,  
have failed in the regular schooling pathway or  
are at risk of dropping out of school.

### ❑ **Education and Training Courses for Young People (CEFs)** who reach 15 years old without completing the compulsory education,



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**Introduction**

❑ **Types of schools**

**Basic education schools,**

**Secondary schools,**

**Vocational education schools**

**Integrated schools**



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### Introduction

#### ❑ Curriculum structure of the basic education:

(1) Portuguese Language, (2) Foreign Language, (3) Human and Social Sciences, (4) Mathematics, (5) Physical and Natural Sciences, (6) Visual Education, (7) Technological Education, (8) Physical Education, (9) Introduction to ICT (year 9), and (10) Personal and Social Education [Religious and Moral Education (optional), and another subject (Music, Theatre or Dance)].

#### ❑ In addition, the curriculum integrates a curriculum-free discipline





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### Introduction

#### ❑ School year

Each school year is organised into three time periods and each week (8<sup>th</sup> and 9<sup>th</sup> year) has an average of 25,5 hours of teaching which is organised in blocs of 90 minutes or 45 minutes

Each of the following subjects (Port. Language, Foreign Language, Human and Social Sciences, Mathematics, Physical and Natural Sciences occupies 3,75 hours per week and the others five occupy 2,25 hours, in average.



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**Introduction**

**The subject of economics, business or entrepreneurship does not integrate the Basic education curriculum, i.e., the Portuguese compulsory education does not directly include any of those subjects.**



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**Economics and business in the basic education curriculum**

- **Economic or business-related issues are not main concerns in the last two years of compulsory education.**
- **Those issues are slightly approached in the Geography and Technological Education subjects**
- **Project Area may include those issues in some schools.**



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#### **Teachers' role in studying entrepreneurship**

- **Teachers consider entrepreneurship competences very much relevant for young people's future professional life.**
- **Social competences are the most important ones.**
- **Entrepreneurship or business subjects and issues should be transversal to the whole curriculum (all disciplines).**
- **Teachers' lack of competences on entrepreneurship may be one of the factors that explain students' lack of knowledge or interest on entrepreneurship issues.**



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#### **Teachers' role in studying entrepreneurship**

- **The social and economic context do not encourage and develop the entrepreneurship culture.**
- **Basic education students are not aware of the labour market regulations**
- **Very few have perception about professions related to economic and business activities**
- **Most of the young people who are enrolled in the regular education have no contact with professional world.**



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**Relevance of entrepreneurship competences for students**

- **Cooperation with schools is only established in isolated occasions**
- **Social partners consider the economic, business and entrepreneurship competences essential for the young people professional future.**
- **Without entrepreneurship competences, young people will be less prepared to cope with the labour market requirements**



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## **The entrepreneurship subject in the Portuguese basic education system**

### **Final remarks**

- **Entrepreneurship issues are not a central concern in the Portuguese basic education**
- **Teachers and social partners consider that the entrepreneurship competences are very important and relevant for students' future professional life.**
- **Some schools develop some activities aiming at promoting students' entrepreneurship attitude and competences (the Project Area), a curriculum-free subject.**



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**Final remarks**

**Those competences should be promoted in children and young people during their education to better prepare them for their future life.**

**Teacher training certified would be a adequate strategy to promote those competences (face to face and e-learning strategies)**

