

dualiza Bankia

ESTUDIOS

≡ Vocational education and training in the Valencia region — status and guiding principles: regional overview

Executive summary

Vocational education and training in the Valencia region — status and guiding principles: regional overview

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Executive summary

A Strategic Plan with a territorial dimension

The Strategic Plan of the Valencian Technical and Vocational Education and Training (in Spanish Plan Estratégico de la Formación Profesional Valenciana, PETVETV) arises from the initiative of the Direcció General de Formació Professional i Ensenyaments de Règim Especial (DGTVETIERE) of the Generalitat Valenciana, and the collaboration of the Bankia Foundation for Dual training. The PETVETV is designed with the objective of guiding the educational policies in the field of the implantation of the Technical and Vocational Education and Training, from now on TVET, with criteria based on the demands according to the needs of the employers and the formative offer that characterizes the TVET, from a territorial perspective.

The territorial vector applies both to the analysis of the work market and to the diagnosis of the TVET given, and attends to economic, social, cultural and environmental singularities of the Valencian Territorial units. For this occasion it has been opted for the territorial organization of functional areas, defined in *Estrategia Territorial de la Comunitat Valenciana*.

The strategic direction applied to the Valencian TVET system

The PETVETV is considered as a flexible, adaptable and open strategic process based on participation. This is fundamental in strategic planning, since it allows access to qualitative information of the groups that participate directly or indirectly in the system of the TVET. A participation that also allows the incorporation of these groups in the design of the plan itself and its subsequent follow-up.

The main objective of the PETVETV is to improve the levels of professional qualification of the Valencian society with a territorial perspective, which implies the improvement of the human capital of its productive system. It is structured in three strategic levels, strategic lines, strategic objectives and actions-programs, selected according to the diagnosis carried out and the pre-established goals. Five

strategic lines are considered: (a) advances and improvements of the educational system of the initial TVET, aimed at creating structures adapted to the needs demanded by the economy and the territory. (b) Consolidation and reinforcement of the relationship between the education system of TVET and its territorial environment. (c) Transformation into a system of integral professional training, capable of satisfying the territorial formative demands. (d) A better communication of the social benefits of TVET, as well as a revaluation of the education system as a whole. (e) The implementation of a system that monitors and controls the offer for the benefit of continuous improvement in quality.

The opportunity of cartography and the participation in the diagnosis

The territorial analysis has included the cartographic representations, which has allowed us to differentiate the similarities and the detailed differences of the geographical reality of the Valencian TVET through the representation of numerous geographical variables, distributed by functional areas: professional families, typologies of centers and students, distribution in the territory, modalities or types of cycles, among others.

The participation process has focused on the consultation of various groups involved in TVET, both in the work and the training sectors. Schools have been consulted (more than 400); two panels of experts have been organized, respectively in training and in territory (business associations, local administration); meetings have been convened with representatives of the main unions; other meetings with TVET family coordinators; as well as visits to centres and various meetings with the public administration, businessmen and representatives of the educational-formative sector. Some 500 technicians related to local development have been consulted, distributed along the Valencian territory. Finally, a companies affiliated to the Redit network, characterized by its innovative component, have been consulted.

A diverse growing formative offer and an irregular territorial distribution

The traits that characterize the educational system of TVET in the region of Valencia are conditioned by the enormous diversity, since there's a wide offer within the TVET of the educational system (25 families) and the training. A diversity that facilitates the social dimension of TVET, since it grants the configuration of human capital necessary for the development of numerous professions in all the economic sectors.

It's necessary to insist on the innovation and the constant change of the system of the TVET, and the mechanisms of adaptation to the transformations and demands of the Valencian society. It is also essential to meet the specific demands of vulnerable groups, such as young adults and women.

The TVET in the region of Valencia brings together some 92,000 students, and about 10,000 professors and teachers in 425 centres (2018, DGTVETIERE), and has grown in recent years. There is a wide range of titles, 162: 33 of Basic Level, 49 of Medium Level, and 80 of High level, and the public education is the protagonist (75% of the centres and 78% of the students).

The territorial distribution of the centres and the students is generally conditioned by the population concentrations. The largest number of professional centres are concentrated in the Valencian urban regions. Consequently, from the territorial point of view, there are big territorial imbalances, concentrations in the metropolitan areas of València, Castelló and Alacant-Elx, and areas with a small number of centres in spaces with fewer populations. A correlation between training offer and territory that limits the development of areas with lower population density or their capacity for formative response to opportunities for economic development, as opposed to rural depopulation or the development of emerging sectors. Consequently, it is possible to articulate solutions so that students can carry out the professional training family that interest them (not only the one offered in their territory) and that the demands of the productive sectors are served, providing a better employability of the population.

Regarding the functional areas, the distribution of the offer is due to the disposition of the urban network and the demographics. Accessibility and the availability of communication pathways, with some exceptions, constitute another factor of territorial imbalances, especially in areas within the region of Valencia. The functional areas of Valencia and Alicante-Elche and Alcoi have a greater offer of professional training than that corresponding to their amount of population, while in the two regions of La Marina and Vega Baja the opposite happens, a significant deficit.

Distribution of professional families, cycles and centres

The professional families that concentrate a greater number of students are in the basic level of Administration and management, Informatics and communications, and Electricity and electronics. In the middle level we find Health, Administration and management and informatics. Regarding the higher degree, the families that concentrate a greater number of students are Community and Sociocultural services, Administration and management and Health. Following this, the students are distributed along the families of Commerce and marketing, Transport and maintenance of vehicles, Personal image, Physical and sporting activities, Agriculture, Installation and maintenance, Mechanical manufacture and Image and Sound. There is an interesting circulation that goes from the higher degree to university studies, in certain families, for instance in Sociocultural services, Health and Physical and sporting activities. Inverse itineraries are detected in some specialties, such as college level art degrees to high level TVET.

In basic TVET the centres are generally public, while in the middle and higher degree private and state-subsidised schools reach its greatest presence, especially in the most demanded qualifications. There are a few highly specialized private centres.

The international dimension of the Valencian TVET could be better, even with similar or proportional figures within the context of the country' territory. However, the increase in applications over the last two years shows the effort carried out by the educational administration and the centres to promote the mobility of teachers and students.

Dual TVET is a new and relatively recent system that has been going on for three years now. Given the administrative complexities, the number of centres that carry it out is scarce; generally the majority are satisfied with the approach and its development. Dual TVET represents minimum values, about 2% of the totality of students, below state values. 12% of the students do to the semi-presence modality.

TVET in vulnerable areas and groups

Students' access to TVET in rural areas is conditioned by the low offer as a result of the low student population, which implies the need for effective school transport. On the other hand, in the areas with a certain tradition or concentration of agricultural, artisanal, livestock or fishing activity, virtually inexistent in the offer, a special approach would be needed to facilitate the permanence of the student in the territory and the continuity of said work activity.

Geographic areas with high failure or early dropouts' rates will require an intensive offer of basic TVET. Recommendations have also been raised for the development of TVET in vulnerable groups such as young adults and women in situations of vulnerability, functional diversity groups, unemployed, immigrants and refugees, ethnic minorities, adults over 45 and other vulnerable groups.

The territorial dimension and the TVET system

The increasingly widespread conception of development requires the promotion of holistic strategic approaches that take advantage of the greater part of the physical and human resources of a territory, which encourage learning and innovation, mobilizing people and making them the protagonist of their future. Among these resources, TVET (human capital) in the territory is fundamental. The resources are a social construction that depends on circumstances in time and space and, therefore, are determined in a historical and dynamic way.

Moreover, the value of resources relates to their capacity for exploitation. Intelligent territories are capable of generating or incorporating the knowledge necessary to

efficiently and rationally put their resources into value. Our diagnosis of the TVET system in the region of Valencia has therefore been based on the need to analyse the territory, its different dimensions and its relation with this formative offer. The contents developed have been summarized:

(a) All functional areas have been contextualized following their situation and geographical characteristics, but also highlighting the product of human activity in political, social, cultural, economic and outfitting terms.

(b) The diagnosis has focused its interest on the description and analysis of the productive system and the work market.

(c) The territorial diagnosis has allowed to define the tendencies of future and the formative necessities, with a special emphasis on those referred to the initial TVET system, through the territorial perspective.

In general terms, processes linked to the singularities of territorial models have been detected, which exceed the administrative limits of the 15 functional areas, and which can be grouped in:

- Metropolitan territories, characterized by the demographic concentration, the economies of agglomeration, the development of both traditional and advanced services. Processes of offshoring economic activities.
- Territories contiguous to the above ones, forming metropolitan crowns. Very dynamic spaces, receivers of population and business. Logistics sector's boom.
- Inland territories, in which the usual process is the rural exodus, demographic ageing and even depopulation. The capitals of the region stand out as centres of economic activity, linked to traditional activities (industry, commerce, public services). Conservation of agricultural activities and opportunities related to tourism or natural resources.
- Territories with both coastal and inland processes, as a result of the location of the district centres, on the coast, and an area of influence located inland. Combination of diverse activities and internal migrations (from inland to the littoral).
- Territories defined by the diversity of competitive activities, with manifest historical roots, a combination of traditional and innovative activities. Highly dynamic territories, combining commercial agriculture, innovative industry, coastal tourism and advanced services.



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