



For the excellence in Vocational Education in Europe

Deliverable 3.2.1 VET in the Valencia Community



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INTRODUCTION

This report aims, based on the study visit carried out in Valencia in March 2020, within the European VET-UP project, to provide details on the situation of VET in the Valencian Community, good internships and innovative methods to reach and train the unemployed, as well as a list of points raised during the round tables to promote the implementation of European education policies for unemployed people.

1.- BRIEF INTRODUCTION OF THE VET SYSTEM IN SPAIN

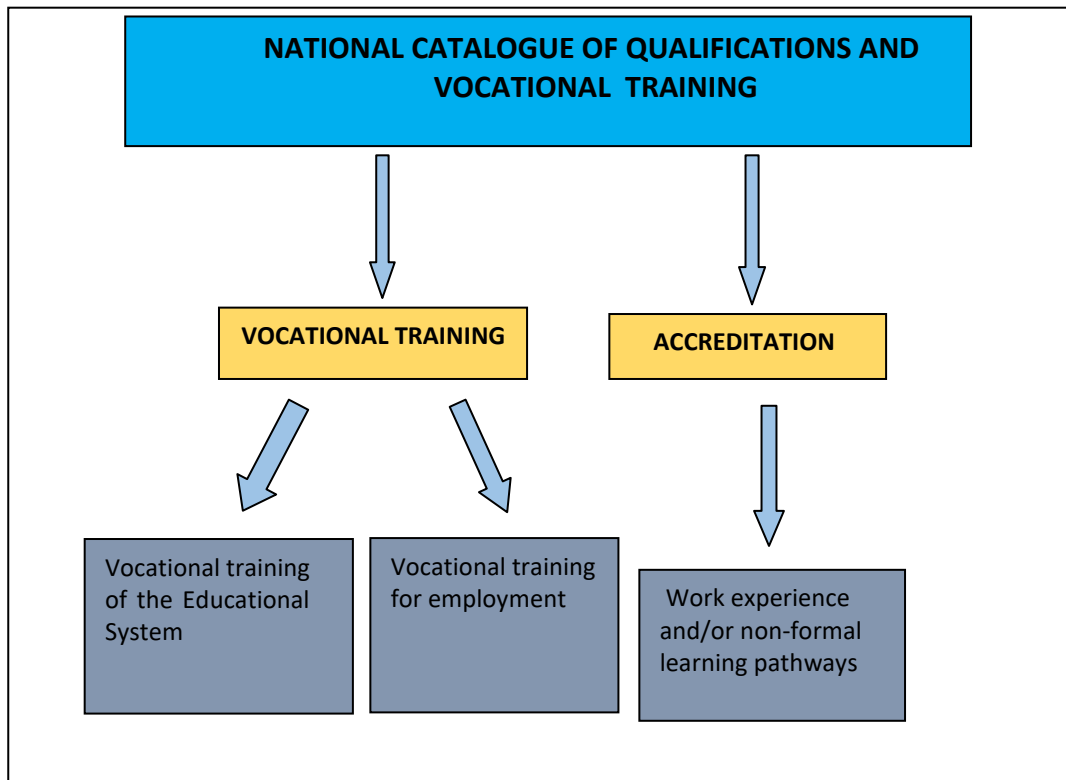
1.1 Description of the Vocational Training system

The Organic Law 5/2002, of June 19, on Qualifications and Vocational Training, established that "Vocational Training comprises the set of training actions that enable the qualified performance of the various professions, access to employment and active participation in social, cultural and economic life. It includes the teachings of initial Vocational Training, actions for the incorporation and reincorporation of workers into the labor market, as well as those oriented towards continuous training in companies, which allow the acquisition and permanent updating of professional skills".

Within this framework, the Vocational Training system is divided into two training subsystems: the Vocational Training of the educational system (Vocational Training cycles), and the Vocational Training for employment (certificates of professionalism), both referred to the same Catalogue of Professional Qualifications, but dependent on two different administrations.

This double structuring of the Vocational Training system has proved to be a source of tension and inefficiency in all the European countries that proposed it, thus, a process of reflection towards the uniqueness of the system was started.

The description of the system's elements and their relationships is as follows:



1.2 National Catalogue of Professional Qualifications

The National Catalogue of Professional Qualifications is the instrument of the National System of Qualifications and Vocational Training that orders the professional qualifications, susceptible of recognition and accreditation, identified in the productive system according to the appropriate competences for the professional exercise.

It includes the most significant professional qualifications of the Spanish productive system, organized in professional families and levels. It constitutes the basis and the reference for the elaboration of the training offer: Vocational Training qualifications and certificates of professionalism.

The Catalogue, which is constantly updated, currently has a total of 665 qualifications, made up of 2,236 units of competence. All of them are reflected in jobs included in the National Classification of Occupations (CNO), in the National Classification of Economic Activities (CNAE) and, if applicable, in the figures of the labor agreements of the different sectors.

The establishment of a National Catalogue of Professional Qualifications means that company experts are given an opportunity to design the requirements of the professional profiles.

The professional qualifications allow the design of training offers, which are specified in the titles and certificates of professionalism. Of the 668 qualifications published to date, 50% are incorporated into Vocational Training Certificates, 85% are incorporated into Certificates of Professionalism, and 9% are not yet incorporated into any training action.

1.3 Vocational Training Certificates

Currently, the catalog of Vocational Training degrees includes 176 degrees and specialization courses, along with 5 specialization courses approved by the Government, with the following distribution, 28,16% VET Basic, 58,33% Medium Grade and 88,51% Upper Level.

The Vocational Training certificates, part of the educational system, have academic and professional value. They are based on professional qualifications, which ensures their value in terms of access to employment, but also complete their content in technical, professional personal and social skills, which gives them academic value, allowing

continuity in the training itineraries of the educational system with other stages or teachings.

A number of 861,906 students enrolled for the 2019-2020 academic year in Vocational Training, which maintains the upward trend of recent years.

1.4 Professionalism certificates

The Certificates of Professionalism constitute the Vocational Training in the working environment. They have professional value, but not academic, that is to say, they are not considered for the purpose of calculating the educational level of the population.

The Vocational Training for employment and the Vocational Training of the educational system are complementary systems that converge in the citizens, existing mechanisms for mutual recognition. Both have a common objective, which is none other than to make lifelong learning a reality, from initial training to on-the-job training.

The necessary integration of both systems is essential for their effectiveness and efficiency. It is not a question of making a first and a second training path, or one for young people and another for adults. It is a matter of using the offer and training modality suitable for each person and situation, optimizing resources and having as a final goal a sufficiently qualified population, capable of facing the challenges of a changing labor market.

Important data:

Nearly half of the Spanish population (48%) between 16 and 65 years old lacks formal accreditation of their professional skills. This does not mean that they do not have any competencies, but rather that they are not accredited, and this places us as a country at a disadvantage with respect to the rest of the European Union countries.

The lack of a formally accredited qualification also has the perverse effect of preventing or slowing down the ability of citizens to continue training, as they do not have a formal starting point for enrolling in formal training programs.

1.5 Analysis of weaknesses and strengths of Vocational Training

Regarding the system design

The current differentiation between Vocational Training of the educational system and Vocational Training for employment became obsolete from the beginning of learning and training throughout life and the axes that from the European Commission and the I Strategic Plan of Vocational Training of the educational system itself are raised in terms of the flexibility of education, the generalization of distance modalities, modular or "a la carte" offers for companies and the promotion of education for adults that includes formal and non-formal Vocational Training. This breaks all the factors that, at the time, made necessary the existence of two subsystems, depending on the recipients, to guarantee the accessibility of the training.

The current possibility of integrating into a single system the Vocational Training under the competence of the MEFP presents multiple benefits in terms of rationality of the system of Vocational Training of human capital. And of effectiveness and efficiency applied to the qualification and re-qualification of the training of people. It responds to the improvement of transparency, transferability and recognition of Vocational Training.

The axis of the Vocational Training system becomes the person: neither the training provided by the educational system, nor the one that provides employment, nor the professional qualifications. It is about putting the training resources and the best Vocational Training system at the service of all people, in the most accessible way and at any time of their life.

The current moment presents the confluence of a series of strengths that allow the Vocational Training system to address the role of qualification and retraining that current circumstances require.

As mentioned above, nearly half of the Spanish population (48%) between the ages of 16 and 65 lacks formal accreditation of their professional skills, which means they do not have an accredited degree. In 2018, the Vocational Training for Employment system trained a total of 175,858 unemployed people, or 5.32% of the total number of unemployed in Spain.

2.- SITUATION OF VOCATIONAL TRAINING IN THE VALENCIAN COMMUNITY

Before we start with the situation of vocational training in the Valencia Community we are going to expose some unemployment data:



In the Valencian Community, Vocational Training is considered to be the professional studies that are closest to the reality of the labor market and that respond to the need for qualified personnel specialized in the different professional sectors in order to meet the current demand for employment; they allow people to access the labor market in a successful way, since these studies provide specialized training and very high professional skills.

In the Valencian Community there are more than 150 training cycles, grouped into 25 professional families, in the following levels:

- Basic Vocational Training cycles, which lead to the corresponding basic professional certificate and are compulsory and free of charge.
- Intermediate Vocational Training Cycles, which lead to the Technician certificate and are part of post-compulsory secondary education.
- Upper level Vocational Training cycles, leading to the Higher Technician certificate, which is part of higher education.

The degrees obtained by studying a training cycle have an official character and the same academic and professional validity throughout the national territory, regardless of whether the studies are carried out in an Autonomous Community or within the scope of the Ministry of Education and Vocational Training.

As in the rest of Spain, Vocational Training in the Valencian Community is divided into two training subsystems: Vocational Training of the educational system (under the Ministry of Education), and Vocational Training for employment (under the Ministry of Employment).

We will begin our analysis with the Vocational Training depending on the educational system and especially how is the labor market in the Valencian Community.

It is clear that the employment generation as well as the evolution of unemployment depend on the situation of local economic systems. In general terms, at least five territorial dynamics can be distinguished:

1. The processes of metropolization of Valencia, Castellón and Alicante-Elx. The main economies of agglomeration and concentration (population, finance, equipment, production, services).
2. The development of territories located in the sector adjacent to the metropolitan areas. These are well-communicated areas with land availability that benefit from the processes of decongestion and diaspora generated by the diseconomies of the large urban centers.
3. A certain paralysis and a certain demographic and economic stagnation of the county capitals in the interior, despite the Valencian urban system. These cities continue to participate as secondary functional centers, which host public and commercial services and a certain economic specialization.
4. The impact on territorial processes as a consequence of interregional relations. We are referring to the areas adjacent to Catalonia, Aragon, Castile-La Mancha or the Region of Murcia.
5. The processes of depopulation, which began in the 1950s, have intensified. Today, depopulation is a structural problem in many municipalities in the territory of the

Valencian Community, especially in a large part of Castellón, the interior of Valencia and the mountain area of Alicante.

The Valencian Community, maintaining the trend of the state framework, concentrates most of the population in the lower educational levels ISCED1 (0-2) and higher ISCED (5-8), being lower in the levels ISCED 3-4. This means that there is a polarization of educational paths, which are either predominantly short and end at level 0-2 or are long, reaching higher levels (5-8). The lower percentage of average trajectories thus becomes a key element in the description and evaluation of the autonomous and state educational situation.

With regard to the completion of studies in Spain, 51.6% of the population who finished their studies did so at the baccalaureate level, while 2.9% did so at the basic vocational training level, 21.3% at the intermediate vocational training level, and 24.2% at the upper vocational training level. At the level of the Valencian Community, the distribution varies slightly: 45% completed Baccalaureate, 4.32% Basic Vocational Training, 24.8% Intermediate Vocational Training and 25.9% Upper Level Vocational Training. Therefore, in the Valencian Community there is a greater presence of students who have completed Vocational Training studies compared to the national average.

In terms of differences between sexes, the data reaffirms that women have a higher level of education. In the Valencian Community, there are more women who finish High School (13,161 compared to 10,604 men) and Upper-Level Vocational Training (7,317 compared to 6,367 men), while men predominate in Basic Vocational Training (1,522 compared to 762 women) and Intermediate Vocational Training (6,679 compared to 6,407 women).

Regarding the type of training families that predominate in the Valencian Community, we will indicate that the most demanded are Health, Administration and Management and Socio-cultural and Community Services. More specifically, at the higher technical level, socio-cultural services is the family with the greatest number of graduates (614), followed by health (475) and administration and management (464).

Description of the Vocational Training offer of the educational system in Spain Vs Valencian Community.

In the following table we are including the number of centers that teach FP both public and private according to the different levels.

	Basic Level VET	Intermediate Level VET	Upper-Level VET
Spain	2,109	2,934	2,573
Valencian Community	308	297	255

Vocational training schools are unevenly distributed throughout the territory. In general, they reproduce the structure of population density and intensity of economic activity. Both the schools of the families with the highest demand from students and those with the lowest demand have been regularly distributed throughout the Valencian territory.

Regarding the number of students:

In the 2017-18 academic year, 92,201 people were enrolled in vocational training in the Valencian Community. This represents 11.9% of all vocational training students in Spain, according to data from the Ministry of Education it has increased since 2007 by 13.9%.

In recent years, a great effort has been made to introduce and develop the Dual Vocational Training mode, in order to promote the goal of young people enrolled to approach the productive reality during their training stage. The number of students in Dual Vocational Training has been increasing since 2012, but in 2015 they were still a minority (3% of the total number of students enrolled in Vocational Training).

The problems detected in the Valencian Community that prevent the development of Dual Vocational Training are mainly; excessive bureaucracy, highlighted as the biggest problem, followed by the lack of remuneration for students, as well as the characteristics of the business fabric and the excessive responsibility assumed by the employer in the training of the student in both tutoring and occupational risk prevention issues.

In the Valencian Community, internationalization is a pending issue among students and Vocational Training teachers. While the number of applications for mobility has increased, in 2018, there were 627 applications for the FCT Europe, but only 199 places were available, leaving out more than two thirds of the students. Even if we add Erasmus mobility, the set of mobilities has a wide margin of growth.

Vocational training in vulnerable areas and groups is characterized in the Valencian Community, among other reasons, by the access of students to vocational training in

rural areas, which is conditioned by the low supply as a result of the low student population, which implies the need for efficient school transport. In areas with a certain tradition or concentration of agricultural, artisan, livestock or fishing activity, there's usually few offers in the traditional Vocational Training, a special approach to the offer would be needed to facilitate the student's stay in the territory and the continuity of the work activity. Geographical areas with a high rate of failure or early school leaving would require an intensive offer of 2nd opportunity Basic Vocational Training.

According to a study by the University of Valencia in collaboration with the Bankia Foundation, the integrated diagnosis of the vocational training system in the Valencian Community (DAFO) can be summarized as follows:

a. Strengths: In general, vocational training in the Valencian region allows students to participate in the productive fabric of their society; the existing offer is adapted in some areas to the existing needs with the complement of a growing offer of distance or blended courses; some professional families stand out with cutting-edge scientific advances that impact on training and innovation capacity, with the Valencian region having some reference centers at the national level; The existence of a multilingual training plan facilitates the creation of networks and relationships at an international-global level; the development of in-company practices is positive, although it can be improved; and the teaching staff is open to the search for innovative solutions that improve the performance of the vocational training system.

b. Weaknesses: In general, the catalog of degrees is not always adapted to the needs of the territorial areas (counties, functional areas); lack of resources (human and economic) and outdated equipment in the centers; difficulty in stabilizing staff; lack of professional experience of teachers in the sector and weakness of their training in English; insufficient continuous training and constant updating of teachers; difficulties in the design and management of internships in companies and Dual Training; lack of effective coordination between Vocational Training in the education system and other training modalities, especially training for employment; and lack of aid for the mobility of Vocational Training students.

c. Threats: in general, the importance of vocational training in society is still not adequately appreciated, and in many cases there is unequal consideration of the different branches of vocational training, especially those of a cultural nature; educational agents are unaware of the intelligent specialization strategy and the levels of qualification and possibilities of vocational training; part of the business sector uses

vocational training students as cheap labor, and in some professional fields the corresponding vocational training diploma is not required when hiring personnel.

d. Opportunities: Vocational training in the Valencian Community can benefit from an intelligent specialization strategy to articulate the training and employment needs of the territory in the medium term; the learning process of students and teachers can benefit from an updated business network in terms of resources, techniques and means; there are training branches, such as cultural ones, that are in demand in the European environment; the possibility of establishing a network of centers of each professional family that could work together, with exchange of experiences, participation in inter-center projects, etc.

3.- LABORA (VALENCIAN EMPLOYMENT AND TRAINING SERVICE)

As we have mentioned before, both in Spain and in the Valencian Community, Vocational Training is divided into two training subsystems: the Vocational Training of the educational system and the Vocational Training for employment.

In the Valencian Community, LABORA (Valencian Employment and Training Service) is the body under the regional government responsible for implementing Vocational Training for Employment.

The mission of LABORA is to offer free public services that facilitate maintenance, improvement and access to employment under equal conditions; as well as to satisfy employers' employment needs, within the scope of the Valencian Community.

LABORA manages employment and vocational training policies for employment, the intermediation between supply and demand in the labor market, as well as labor guidance, all within the scope of the Valencian Community.

In this way, this body is responsible for implementing the policy of the Valencian Regional Government in terms of:

- Intermediation in the labor market.
- Labour orientation.
- Vocational training for employment.
- Promotion of employment.

As the main function in the field of vocational training is responsible for planning, implementing and monitoring actions and programs of vocational training for employment, and carrying out the actions of the national training program, in the autonomous framework.

In 2020, LABORA has established a Strategic Plan for 2020 - 2022 in which it establishes as one of its priority objectives: To improve the qualifications of people, both unemployed and employed, through training that enables them to exercise their professions and access employment, as well as to enable them to combine training with professional internship in the workplace, through training in alternation with employment. A training that responds to the needs, both present and future of people and the productive fabric of the Valencian Community. To increase the quality of training, the following operational objectives and actions have been articulated:

The professional training for employment developed by LABORA is based on Certificates of Professionalism, which officially accredit the professional qualifications of a worker and are increasingly in demand by companies. These qualifications are the knowledge and skills of an occupation that are structured in professional skills and can be certified through training or work experience, there are currently 664 qualifications all of which are classified into 5 levels and 26 professional families in the catalogue of the National Institute of Professional Qualifications.

As it is an official certification, besides being valid throughout the national territory, it is also valid in Europe thanks to the Europass supplement, an informative document that explains the capabilities and qualifications of each certificate in Spanish and English.

The professional certificate courses reach up to level 3 of qualification and its access depends on the previous training of the student. These levels (I, II and III correspond to the Basic, Medium and Upper levels of the Vocational Training given by the education area).

For students who do not have any kind of training, they can directly access level 1. If they wanted to access level 2 or 3 certificates, they would have to previously certify key language and mathematical competences through programmed courses or classroom tests.

In addition, there are other ways to obtain professional qualifications. Studying vocational training cycles is one of them, both medium or upper degrees and certificates of professionalism accredit the obtaining of the same qualifications because both vocational training systems are related and complementary.

A Certificate of Professionalism is an instrument that accredits to a company the professional qualifications that students acquire through courses or processes of recognition of work experience and non-formal training paths.

Table Equivalence between FP Education System and FP Employment

VET of the Educational System	VET for Employment
Basic Level VET	Professional Certificate Level I
Medium Level VET	Professional Certificate Level II
Upper Level VET	Professional Certificate Level III



UNIVERSITY

Both systems allow access to the University.

Therefore, the activities developed by LABORA in the field of vocational training for employment are based on training courses that lead to the achievement of certificates of professionalism and two projects called Employment Workshop and ET Formem whose characteristics are detailed below.

Employment Workshop:

An employment workshop is a mixed program of employment and training, which is promoted mainly by local public entities, since it is these that receive a subsidy from LABORA to develop them. The objective is to increase the employability of unemployed people or those with precarious employment registered with the public employment services as job seekers, with the aim of facilitating their labour insertion, combining training with employment, through the implementation of training actions in alternation with the implementation of works or the provision of services of public utility or social interest, giving priority to those projects of an innovative nature taking into account their impact on new sources of employment.

The student, who is called a student/worker, must be hired by the local entity, using exclusively the contractual modality of the training and apprenticeship contract. Therefore, the student will be paid the equivalent of the minimum interprofessional salary.

The number of student/workers per Employment Workshop project will be a minimum of 10 and a maximum of 30.

The people targeted by this program must meet two minimum requirements: be 25 years of age or older and be registered as unemployed with the public employment service.

In general, in the selection process of the students of the projects will have priority to participate in the program, people with difficulties in employment or vulnerable groups, such as:

- a) Women
- b) People over 45 years old.
- c) People with low qualifications.
- d) Long-term unemployed people.
- e) Women victims of gender violence.
- f) People in a situation or risk of social exclusion.
- g) People who head single-parent or single-mother families.
- h) Trans people.
- i) People who are holders and beneficiaries of the Valencian inclusion income.

The projects will have a duration of twelve months with 1,920 hours of training in alternation with work or professional internship.

The projects will include the design of training itineraries with two complete certificates of professionalism from the same family and professional area, which will involve the teaching of the lower level first and once this has been completed, the second level, consecutively or will include the teaching of a single certificate of professionalism.

In 2020, LABORA has approved a total of 246 projects from which around 1,330 unemployed people will be able to benefit in order to improve their employability while receiving a salary.

“Et Formem” Training Program

The “Et Formem” (we train you) activity is aimed at people with difficulties in finding work or who belong to vulnerable groups, under the Operational Program of the European Social Fund of the Valencian Community 2014-2020 (POCV), students can join from the age of 16.

“Et Formem” projects are structured in two stages, in which students will receive training in alternation with work and professional practice. The entities that participate may do so in both stages or only in one of them. For this purpose, the corresponding calls for each stage will be published.

In the first stage, a level I certificate of professionalism is developed, and it lasts six months. The second stage of the project lasts 1 year, and it is possible to take a level II certificate or two certificates in the same program, covering level II and level III certificates.

From the beginning of the actions to be developed, the students will be hired by the entities that receive a subsidy from LABORA, using exclusively the contract for training and learning. Therefore, the student will obtain a remuneration equivalent to the minimum interprofessional salary.

The duration of both stages as a whole will not exceed two years, and the number of students working on each “Et Formem” project will be a minimum of 10 and a maximum of 30.

In 2020, Labora has approved 41 “Et Formem” Workshop Schools in which 600 unemployed people will be trained while receiving a salary.

The program has a triple benefit: improvement work is carried out in the localities, unemployed people get training and, also, they are guaranteed a salary from the beginning.

4.- GOOD INTERNSHIPS AND INNOVATIVE METHODS

VIATGE a L'EMPLEABILITAT

Initiative “Viatge a l’Empleabilitat” (City Council of Alzira)

First initiative that we want to share is the project “Viatge a l’Empleabilitat” (Journey to Employability), developed by the City Council of Alzira and awarded by the Valencia Regional Government as better local initiative in 2018.

The city council of Alzira detected the following problem: The labour market is complicate and moving constantly but also the profile of the unemployed (needs, previous training, skills.....) but we failed in the last years to solve this problem because we want to fix (moving labour market and unemployed) with pre-established and fix training programmes.

This initiative consists in a trip in which the participants can ‘travel’ in order to acquire all the necessary education, training and skills that they need to have the opportunity to evolve in their professional future. The project adopts an individualized approach in which each one of the participants can learn through a different pace in order to acquire what they lack in.

This initiative started due to the economic crisis that was suffered in Spain. According to our studies of unemployment, people with no studies or only basic studies have a very high risk of being unemployed.

Therefore, throughout the different courses and trainings which were done at IDEA during the last years, we found out that the most effective ones were those courses that combined a practical and theoretical approach at the same time.

Through this initiative, the participants can get education and training as well as soft skills, in order to acquire the transversal objectives of the project. The participants receive individualized support with the objective of over- coming the standardized support systems.

The initiative is organized in five steps, which are organized as follow:

*** First Step: Reception**

Voluntarily, participation may be requested by people in a job search situation, demonstrating a firm commitment to travel the itinerary that will be marked by a professional (guide-mentor), with the aim of improving their professional profile. To do this they must sign a commitment document with such proof of the level of involvement in the trip.

*** Second Step: Education**

Participants will receive both face-to-face and on-line training, according to the needs detected by the mentor. The objective will always be the improvement of their professional profile which will lead to a better positioning to successfully reach the job search.

*** Third Step: Training**

At this stop, participants will be offered the opportunity to do internships in a company or at the City Council related to what they learned during the training received at the previous stop.

*** Fourth Step: Orientation**

At this point of the journey, the person must go to the job search proactively, with periodic tasks to be carried out always focused on results. The objective is to promote the active and efficient search for employment as the main tool for labour insertion.

*** Fifth Step: Employability**

At the end of the trip, the participant will be able to find a job for others or their own, thanks to the improvement of their professional profile along the route, through training and training. Here specific resources will be made available to facilitate your arrival at your final destination. All the actions and services offered in this point are aimed at effective employment.

The strength of this initiative is that it has a guided and individualized approach. Each participant in this initiative can be guided by the figure of a mentor that helps him/her in the improvement of their capacities and professional life.

LABORA

Servei Valencià d'Ocupació i Formació

As we mention before, LABORA (Valencian Employment and Training Service) is the body under the regional government responsible for implementing Vocational Training for Employment in the Valencia Region, during our study visit they present the good practices of innovation in VET that they are currently developing.

Initiative: Campus Virtual LABORA Training

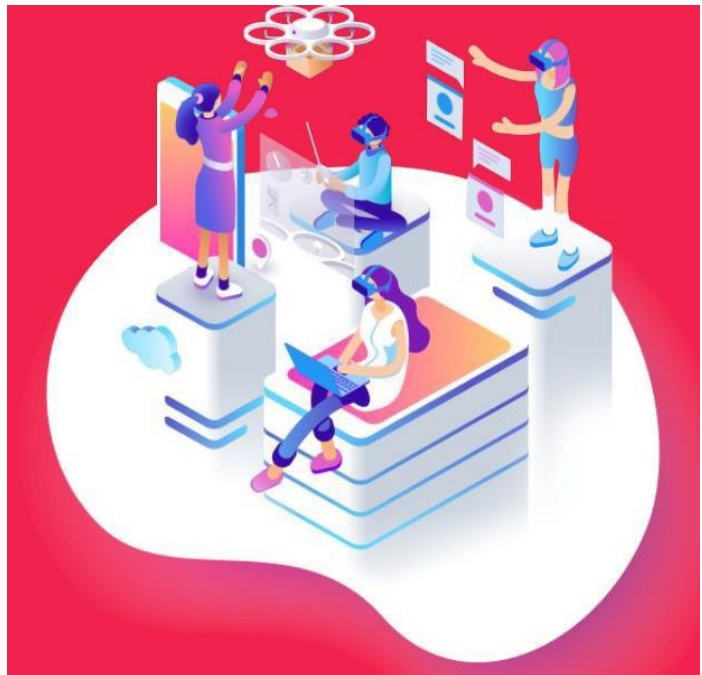
Campus Virtual Labora, It is a virtual campus in which it is intended to offer the unemployed the following training activities:

- Professional certificates (with official accreditation). This project aims to be able to offer most of the professionalism certificates online. The students will enjoy an online learning environment but will have the support of the teachers: there will be a telephone and / or telematic tutoring, which will give immediate answers to their questions. A space will be set up for them to express their doubts, and the evaluation exercises and practical activities will be delivered to be reviewed and evaluated by the tutorial team.
- Soft skills (16 specialities). The campus will also offer the possibility to train in 16 different skills (Facing the stress, Autonomy and work innovation, Adaptability, flexibility and agility, Written communication, Negotiation. Techniques and skills, Communication techniques, Making decisions, Teamworking, Leadership and team management, Professional Efficiency, Resolution of conflicts at work, Job searching, Self-esteem and self-control, Professional ethics: promotion of personal values, Effective public presentations, Positive thinking - optimism and enthusiasm). The Soft Skills help improve general skills for employment such as communication skills, leadership or techniques to cope with stress, among others. And it is important to note that these are competencies that companies increasingly demand in their selection processes.

- English (A1, A2, B1, B2, C1 y C2) - The level of languages, especially English, is one of the pending subjects in our country, in addition to the fact that the Valencian Community has an important tourist sector, in addition to increasing exports from our companies, it is important to have knowledge of English if they want to take advantage of the European labour market.
- Key competences N2 (Basic) in Language, Mathematics, English. For those unemployed who left their studies and want to prepare the entrance exams to regulated Vocational Training or to University

Virtual Simulators:

One of the objectives of LABORA is that all certificates of professionalism can be part of the virtual classroom, in order to solve all those training activities that require the use and learning of machinery, a series of virtual simulators has been developed. The virtual simulators allow the student to recreate real situations in a controlled way.



For Example, Including the installation of carpentry elements



And also the Interactive Catalog 3D for Wood Machinery. It will allow the student to become familiar with the machinery, learn the first steps such as locating where all subsystems are located and be updated with the latest machinery because it avoids the strong financial outlay that the acquisition of modern material implies for schools



5.- CONCLUSIONS AND DEBATES FROM THE STUDY VISIT.

The study visits of the VET-UP project in Valencia in March 2020, offered during the visits themselves the possibility of establishing a series of rounds of debate between Valencian entities including LABORA and our European partners on the situation of Vocational Training in the Valencian Community, the initiatives, from these reflections we highlight the following aspects:

- The employment data clearly reflect that despite the still low rate of Vocational Training students in Spain in relation to the majority of European countries, they obtain an occupancy rate higher than 80% as soon as they enter the labor market and through contracts mostly fixed; That is why it is essential and a priority to influence both its access and its quality and improvement, through a comprehensive strategy through all the economic agents involved in it.

- Obviously, the performance and interaction of these agents must be given taking into account both the global economic circumstances (increasingly changing but at the same time more globalized), as well as the circumstances and characteristics of the current labor market, which is increasingly changing, more segmented, more specialized and more flexible.
- In this sense, we would highlight as fundamental factors, both the need for greater knowledge of languages by students, and the obligation (given the change in the economic model that is being implemented more and more for a few years) of digitization and learning of new technologies, both by teachers and by the students.
- It is because of all this that the term “Elaboration of a vital project”, applied to Vocational Training students, gains more force every day. The application of the same implies detecting in them both their training weaknesses and their potentialities, decreasing some and promoting the others, always from a changing labor market and with a long-term perspective and stable job growth. This is where the need to promote (regardless of learning or training aspects) psychological or pedagogical elements related to each one strongly arises, to especially support them mentally in especially delicate moments of unemployment, lack of training and to apply it to the most disadvantaged groups and vulnerable. An example of this is found in local employment agencies (Idea - City Council of Alzira), which carry out a long process of supporting students, welcoming them, training them, guiding them, teaching them, offering them internships in companies and even encouraging them to create their own company, as well as in many private companies (Bankia) that not only grant scholarships to students for internships, but also through the creation of their own Foundations and establishing agreements with business organizations and public administrations of different kinds, they carry out Vocational Training research, offer guidance to it, finance it, etc ..
- It is evident that for the improvement of Vocational Training we have to establish a Comprehensive System of the same and speak in dual terms, that is to say, try to permanently improve the training, methodology and didactics of both teachers, students, institutions and companies involved, always under a current changing world.
- To promote the participation of VET students and institutions in the Erasmus+ Programme with the objective to bring more value to the VET and facilitate the exchange of ideas and good practices among the institutions and teachers.

- When we speak of the Comprehensive System of Vocational Training we are referring to a series of elements and various programs, for the development of which the collaboration of administrative entities is quite important. We speak in this sense of the aforementioned Dual Vocational Training; of the certificates of professionalism, of the adapted basic qualification programs; of Non-Formal Professional Training etc. A whole network of elements and mechanisms, to try to achieve the most important challenges and objectives that arise for the future, that is, to give Professional Training the strategic value it deserves, to achieve a greater introduction to technology and digitization, intelligent manufacturing, achieving continuous and permanent quality training in future generations, etc.
- Obviously (as we have already mentioned previously) all this work must be a joint collaboration and social commitment between a wide variety of organizations and institutions, where obtaining and channeling efficient and effective forms of financing is also important. We are talking about Integrated Centers, Local Development Agencies, Town Halls, Autonomous Communities, national organizations, etc; and of course the need, given the increasingly globalized economy, for an increasing collaboration between all of this nature of organizations and institutions at European level.
- Referral to Vocational Training of unmotivated students or with low grades in secondary education, which gives rise to the loss of prestige of Vocational Training.

Finally, with all these previous conclusions exposed, a series of initiatives and decisions were established as compromises for the future of VET in the Valencian region:

- To accomplish the Objective 2025: Following the proposal of the Valencian Regional Government, who implemented last September 2020 up to 45 new formative offers, establish a concrete path of development of the policies on education for unemployed. In this framework a series of specific actions will be undertaken: to increase the offer of VET for unemployed people; new certificates adapted to the current situation of the Labor Market; a digitalization plan focused in the adaptation of the current curricula; and the adaptation of the already set certificates, updating them to the needs of the employers.
- To work in coordination with the business sector to get a social compromise that can be translated into a much more improved strategy taking as a basis the content of the goals for 2025 by the regional government and the ones set by the EU for the 2030.
- To keep on implementing the EU 2030 Strategy that establish that for that year the 15% of the population between 25-65 years old must be participating in

permanent training, including VET. Also in this line, implementing policies that contribute to the reduction of the drop-out rates.

- To obtain the compromise for establishing Employment Integral Projects. With these projects, the regional authorities responsible of the approval and setting the basis of this kind of initiatives must be able to incorporate the skills demanded by the employers not incorporated yet in the VET certificates. With this a double goal has been set: more specialization and an important update of the curricula.
- The creation of an Experts Committee. The purpose behind this must be the quick update of the Certificates of professionalism. The current system can't follow the rhythm of the labour market; being this translated in a situation where the companies update faster their employment profiles than the certificates of professionalism for unemployed do. This initiative has to count with the support of all actors and sectors involved; including the VET providers, regional authorities, etc.

These proposals came from the needs and the aims of the participants and the stakeholders involved in the round tables; becoming the points agreed by all of them as required to contribute to the global aim of the VET UP project as engine of change and improvement of the Vocational Education in Europe.

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