

# ***EMPLOYABILITY IMPROVEMENT A TERRITORIAL OUTLOOK***

# INTRODUCTION

➤ **EMPLOYABILITY  
IMPROVEMENT**

✓ **STRATEGIC GOAL**



## INTRODUCTION

### ➤ **EMPLOYABILITY IMPROVEMENT**

#### ✓ **STRATEGIC GOAL**

We start from the basis that **the strategic goal** of Vocational Training is **to achieve their students' full employment**. As this is not the case nowadays, we need to develop actions which let us making progress in this way, in other words, to **increase the number of Vocational Training students who enter into employment just after graduation**.

However, **we are aware of how complex the solution is**, so it is required to **combine diverse actions focused on the same objective** and then this combination will let us fulfil it.

# INTRODUCTION

## ➤ **KEY ELEMENT**

- ✓ **MEETING THE  
DEMANDS OF  
COMPANIES' NEEDS**



# INTRODUCTION

Evidently, there is no **Business Sector** without a need of employability  
Thus we take for granted that enterprises hire employees, but **they are not students recently graduated in Vocational Training**.

This is **evident** when most of **job advertisements ask for previous experience**, so companies need assurance that eligible workers have the skills they are searching for. Then, in some way **companies mistrust about our students level of qualification**.

This is the reason why, **the key point lies in getting closer these 2 worlds, Training and Business**. Therefore both of them are able to know each other much better in two different ways.

The **Vocational Training Schools** knowing what companies really need meanwhile **Business Sector** being aware that available workforce from **vocational training schools** meets its needs.

## ➤ KEY ELEMENT

### ✓ MEETING THE DEMANDS OF COMPANIES' NEEDS



# INTRODUCTION

## ➤ TERRITORIAL OUTLOOK

✓ ONGOING  
ADAPTATION



## INTRODUCTION

On the other hand, we consider that this action, **needs a territorial outlook.**

### ➤ TERRITORIAL OUTLOOK

#### ✓ ONGOIN ADAPTATION

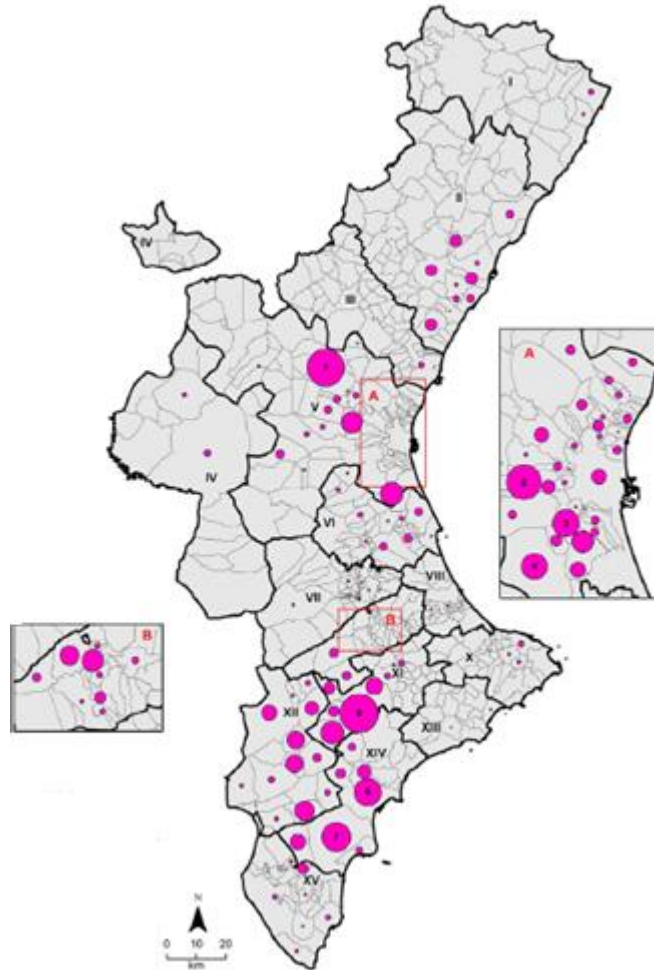
That means, **it is required to study the training needs of any single area individually**, in order to teach people in what their area is requiring. This is also **a way of preventing migration** and so its consequences of depopulation and concentration areas.

**We believe that a local approach is essential**, without forgetting the global context, national and International.

# INTRODUCTION

## ➤ TERRITORIAL STRUCTURE

### ✓ FUNCTIONAL / TERRITORIAL AREAS





# INTRODUCTION

If we want to provide a response based on the specific characteristics of each territory, **it is necessary to define the areas on which to act.**

To this end, in 2018 the Faculty of Geography of the University of Valencia was contracted to carry out a study to determine them. The result of this study was the determination of **19 functional or territorial areas** with their own characteristics that should be taken into account to design vocational training planning.

The territory of the Valencian Community is structured at the administrative level into provinces and small counties, but these **functional areas represent natural territories that break this structure.** They are territories that **have a social, labour and business structure with common characteristics and also natural flows of population/people.**

## ➤ TERRITORIAL STRUCTURE

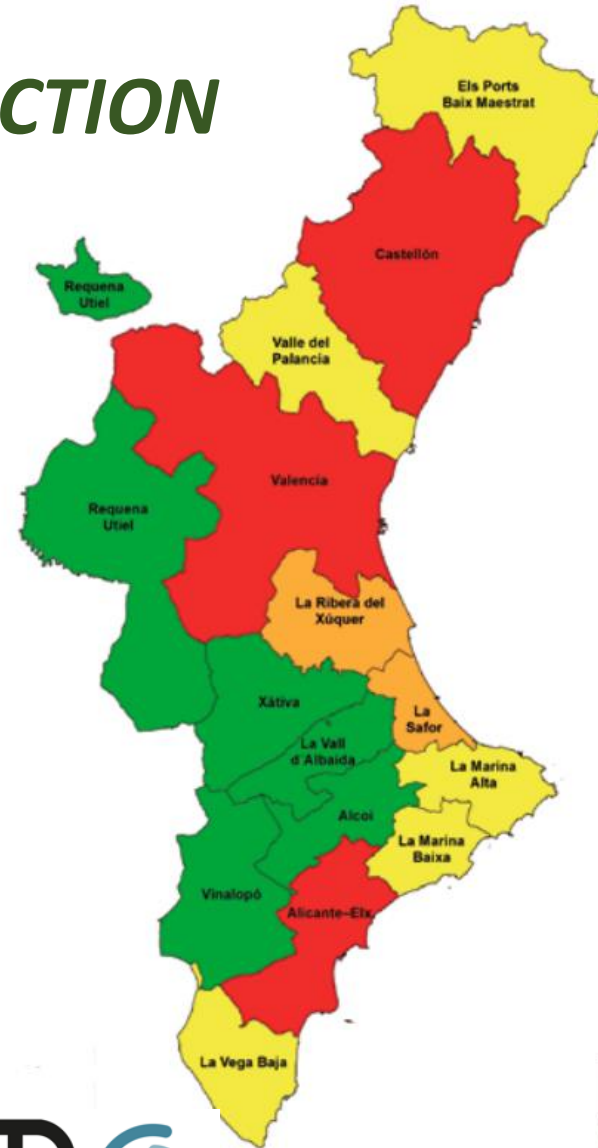
✓ VARIATIONS

✓ DETERMINING  
FACTORS

# INTRODUCTION

## ➤ TERRITORIAL STRUCTURE

- ✓ VARIATIONS
- ✓ DETERMINING FACTORS



# INTRODUCTION

The **structural analysis** of the territory has allowed us to **distinguish four patterns** of behaviour common to all of them:

## ➤ TERRITORIAL STRUCTURE

✓ **VARIATIONS**

✓ **DETERMINING FACTORS**

The first one **Urban integration**, painted red on the map, in which the three provincial capitals play a very relevant role.

The second one **Coastal-inland**, painted in yellow on the map, where labour, economic and social influences have a remarkable axis from the interior to the coast.

The **inland territories**, painted in green on the map.

The last one is made up of functional areas that have characteristics that cannot be compared with the others.

# INTRODUCTION

And at the same time, its determining factors:

- The **congestion** of metropolitan concentration in large cities.
- The **development of territories contiguous to metropolitan areas**. Well communicated areas with land disposition.
- The **demographic and economic stagnation** of inland county capitals.
- **Depopulation** processes in inland areas.
- The incidence of **inter-regional relations** between the territories next to other autonomous communities (regions)

## ➤ TERRITORIAL STRUCTURE

✓ **VARIATIONS**

✓ **DETERMINING FACTORS**

# THE FIGURE OF PROSPECTOR

## ➤ **ORIGIN**

✓ **FP DUAL**

## ➤ **FUNCTIONS**





# THE FIGURE OF PROSPECTOR

## ➤ ORIGIN

### ✓ FP DUAL

In this context, in the academic year 2020 - 2021, **23 vocational training prospectors have been appointed, distributed throughout the territory of the Valencian Community and located in the different teacher training centres. In this way each functional area will have at least one prospector.**

**Prospectors** are vocational training teachers with long teaching experience and extensive knowledge of these studies. Free from teaching, they are assigned as assessors in one of the Teacher Training Centres that exist throughout the Community.

**Their fundamental role is to promote Dual Vocational Training. Thus, the priority objective is to streamline all project generation processes and foster their development, with the following specific functions:**

# ***THE FIGURE OF PROSPECTOR***

**To assist educational centres in the processing of all the documentation** involved in Dual projects.

**To resolve doubts from educational centres** regarding the application of the regulations.

**To explain** the characteristics of **Dual Training**.

## ➤ ***FUNCIONS***

**To highlight Dual Training as a recruitment tool** for companies.

**To connect companies with educational centres** which offer DUAL projects in the training areas they need.

**To stimulate educational centres.**

**To identify the problems of the system** and propose solutions.

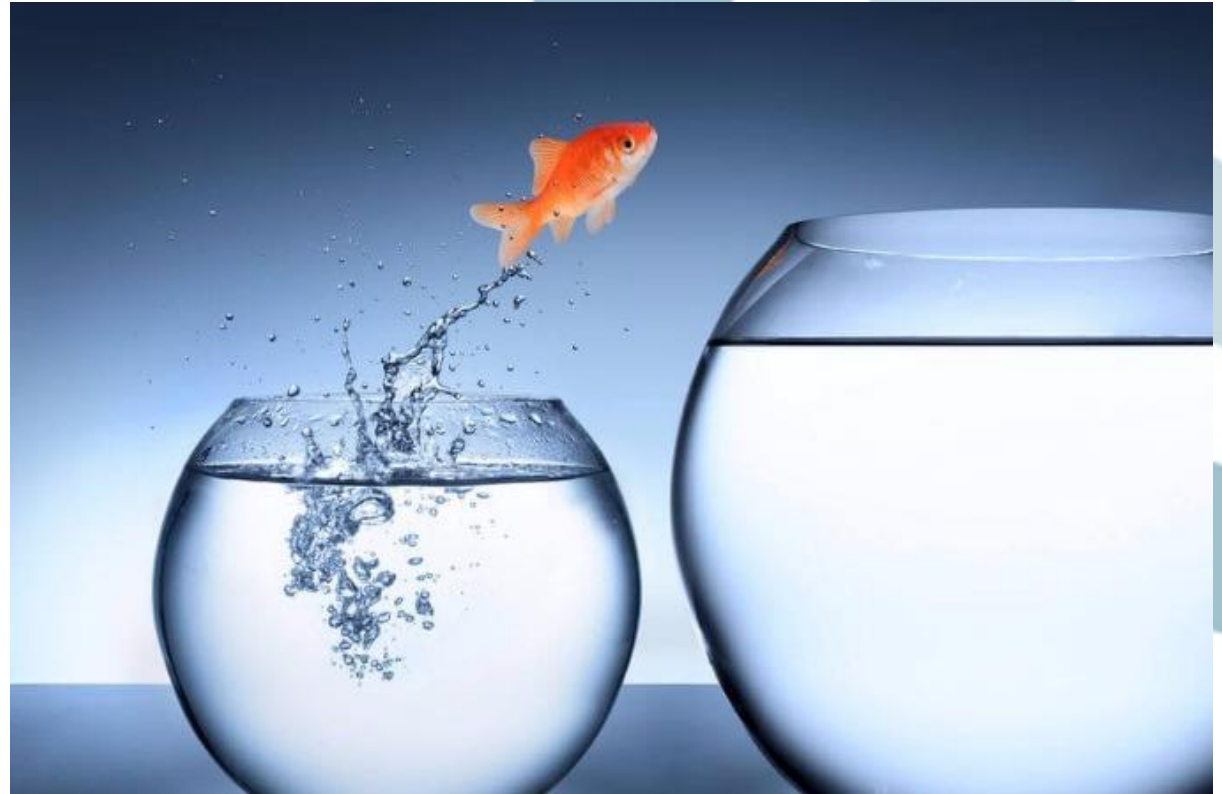
**To act as intermediaries** between educational centres and the administration in document management.



# THE FIGURE OF PROSPECTOR

## ➤ EVOLUTION

- ✓ USE OF RESOURCES
- ✓ *FROM DUAL TO FCT (WCT)*
  - *Differences*
  - *Actions*



# THE FIGURE OF PROSPECTOR

The activity of the prospectors has been complemented towards the pursuit of the main objective: **to promote job placement.**

## ➤ EVOLUTION

### ✓ USE OF RESOURCES

It should be borne in mind that there is currently a **twofold collaboration between companies and educational centres** in terms of completing the training of vocational training students:

- **Dual Vocational Training (FP Dual)**
- **Work Centres Training WCT (FCT)**

(In Spain and in the Valencian Community, all vocational training has a dual approach in the sense that all students must do a minimum number of hours of training in companies. In this sense, companies make a strong **commitment** to training all vocational training students.)

# THE FIGURE OF PROSPECTOR

## ➤ EVOLUTION

✓ *USE OF RESOURCES*

✓ *FROM DUAL TO  
WCT (FCT)*

- *Differences*
- *Actions*





# LA FIGURA DEL PROSPECTOR

The difference consists in two aspects:

- The time that the students stay in the enterprises
  - For **WCT (FCT)** programmes the total amount of hours is between **350 and 400** (out of 2000 hours)
  - For **DUAL** programmes is from **260 to 600** hours (33% to 50% of curriculum hours including WCT/FCT)
- The type of training enterprises do
  - Meanwhile the **WCT (FCT)** is a general enterprise training about the official curriculum from a general view.
  - The **DUAL** allows the enterprise to assume teaching part of the official curriculum (learning achievements)

## ➤ EVOLUTION

### ✓ USE OF RESOURCES

### ✓ FROM WCT (FCT) TO DUAL

#### - Differences

# THE FIGURE OF PROSPECTOR

## ➤ EVOLUTION

### ✓ USE OF RESOURCES

### ✓ FROM DUAL TO WCT (FCT) - Actions

- To foster the coexistence of DUAL and WCT in any single degree.
- To raise **educational centres** and **enterprises awareness** about this new concept of training in a work environment.
- To **highlight** the WCT (FCT) as a recruitment tool.
- As well as in DUAL case to bring useful information to educational authorities

# ***THE FIGURE OF PROSPECTOR***

## ➤ ***FIRST RESULTS***

### ✓ ***INDICATORS***



## THE FIGURE OF PROSPECTOR

After a year working on it, **the first results are satisfactory** mainly related with two signs:

### ➤ FIRST RESULTS

### ✓ INDICATORS

- On the one hand the amount of agreements between enterprises and the educational centres to do the FP DUAL projects in one year, have been a 40% of the total agreements we had for the last 5 years.
- The level of the Educational Centres Satisfaction about the assessment of the prospectors is 82%

Despite of, we still do not have signs of the prospectors' work repercussion related with the percentage of the students hired. We think it is too soon to value it because we haven't developed all the actions planned.

# ***THE TERRITORIAL COUNCILS***

- ***CONSTITUTION***
- ***PHILOSOPHY***
- ✓ ***OBJECTIVES***





# ***THE TERRITORIAL COUNCILS***

## ➤ ***CONSTITUTION***

## ➤ ***PHILOSOPHY***

## ✓ ***OBJECTIVES***

The Territorial Councils are a new authority/body. The regulation was published in July 2021 and there is a plan to finished the structure of the 19 different Councils at the end of 2021.

That is the reason why we can't give a final balance about the efficiency of the employability improvement.

# THE TERRITORIAL COUNCILS

## ➤ CONSTITUTION

## ➤ PHILOSOPHY

## ✓ OBJECTIVES

The main reason that justifies the Territorial Council's existence is to **provide local necessities to the official authorities** which are in charge of educational planning, and so to improve jobs opportunities.

So, the Territorial Councils organise meetings with **enterprises, local and educational authorities, Vocational Training Centres and Social Agents.**

(We can say that those meetings are the result of the collaboration and work as a team between the Educational and the Employment Government Department.)

(It is important to know that, In the county of Valencia, the initial vocational training is managed by the Educational Department and the continuing training is managed by the Employment Department.)

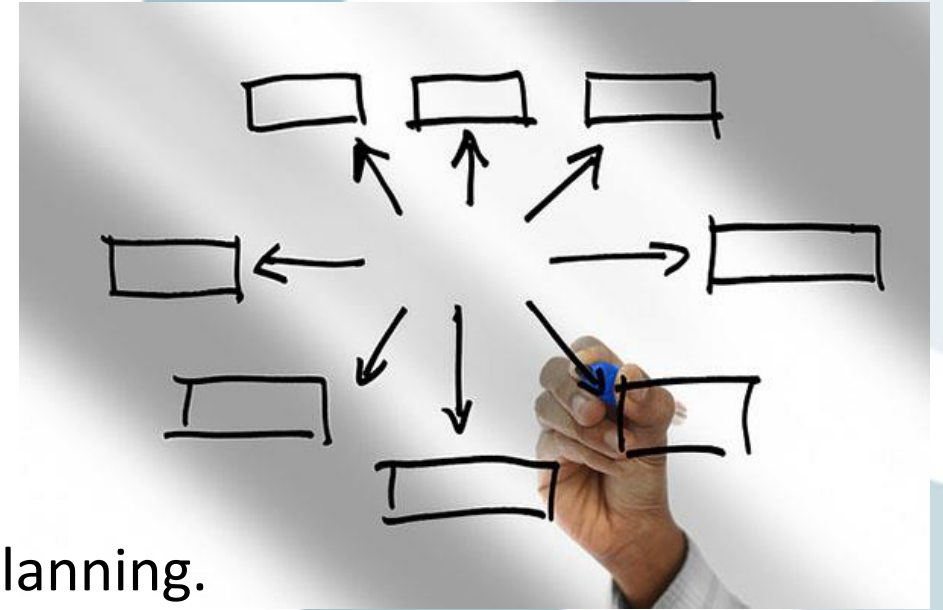
# THE TERRITORIAL COUNCILS

## ➤ CONSTITUTION

## ➤ PHILOSOPHY

## ✓ OBJECTIVES

- To take part in a reasonable planning.
- To spread and promote the local vocational training options.
- To identify the new and upcoming professional skills/abilities.
- To promote any kind of actions and activities that improve the **social integration** and **job placement**.



# THE TERRITORIAL COUNCILS

## ➤ **STRUCTURE**

- ✓ ***PRESIDENCY – Representative***
- ✓ ***PLENARY – Political deliberation***
- ✓ ***TECHINICAL COMISSION***
- ✓ ***SECRETARY - Dynamization***



# THE TERRITORIAL COUNCILS

The Territorial Councils structure is based in four elements:

- The Presidency is the institutional main figure and it is link with a senior official of The Educational Department
- The plenary is the institution where to discuss and take decisions. It has more politic perspective. The number of members is variable but let's say it is around 50 members. There are members representing:
  - The educational administrations 4 people
  - The Vocational Training Centres 2 people per school
  - The trade Union Organization, 2 people
  - The Business sector 2 people
  - The secretary
  - 2 representatives of each village, town or city council

## ➤ **STRUCTURE**

✓ **PRESIDENCY**

✓ **PLENARY**

✓ **TECHINICAL COMISSION**

✓ **SECRETARY**



# THE TERRITORIAL COUNCILS

## ➤ STRUCTURE

✓ **PRESIDENCY**

✓ **PLENARY**

✓ **TECHINICAL  
COMISSION**

✓ **SECRETARY**

- The Technical Commission, as the name reflects is the Technical institution. Its task is to prepare all the studies, reports and list of duties for the plenary. The number of components are 12.
- The Secretary is **the invigorating element**. It is the prospector selected for each functional area. His task is to preserve all the information, to do all the administration paperwork and give opinion about the work done.

# THE SYSTEM'S FLEXIBILITY

## ➤ FUTURE PROJECT

### ✓ ADAPTATION TO THE NEEDS

- *Territorial needs*
- *Economic/Production sector needs*

### ✓ CHARACTERISTICS

- *Methodological change.*
- *Curricular change*
- *Curricular Balance Change*
  - *Curriculum increase up to 300 hours.*
  - *Specialization Training Courses*



## ***THE SYSTEM'S FLEXIBILITY***

So far, we have spoken about facts, about actions that are in process, but there is a missing point , a key element in this administration and its way to promote the job placement for the vocational training students.

We are talking about to **adjust** the vocational training studies to the bussiness sector demand and this adjustment is diferent in each functional area. We must remember that we want to offer to the enterprises the right professional profile they are looking for.

This academic year we are working on the regulatory framework that will allow to apply it the 2022-2023 school year.

Then the project will be totally developpe and we will be able to analise it, get conclusions and thinking of necesary corrections.

## ***THE SYSTEM'S FLEXIBILITY***

With regard to the system flexibility, it has double perspective:

- **An internal perspective, methodological**, that looks for a change in the way the students are assessed. It is important to focus on the students learning achievements, skills and abilities acquired.
- **An external perspective**, curricular adaptation that looks for breaking the rules of the curriculum in several ways:
  - On one side, the same academic degree might have different approaches depending on the demands of the functional area.
  - On the other side, to complement the curriculum content with new subjects that now are demanded by specific business sector. We are talking about 300 available hours of additional training.
  - Finally to **develop specific training**, not included in the official curriculum but they are demanded by the business sector. We are talking about 650 hours of specific training and it is called Specialisation Training Courses. (Autonomous)

# ***THANK YOU***

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