

Strategy 7 | Establish links with the wider community

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TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ **Personal challenges**
 - ☐ Low educational achievement
 - ☐ Disengagement
- ☐ **Family circumstances**
 - ☐ Low family support: lack of attention, educational support and affection
 - ☐ Lack of education or low family educational profitability which, in some cases, links with family mistrust towards training or the authorities
- ☐ **Social relations**
 - ☐ Peer pressure / negative external influence
- ☐ **Institutional factors**
 - ☐ The educational environment
- ☐ **Structural factors**
 - ☐ Educational administration (lack of support, educational funding crisis, premature identification mechanisms, etc.)

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ **Institutional level (institutional actions)**
- ☐ Education system level (actions of the education system)

AIM

Improve the relationship of the VET educational centre with the community and the environment as an exercise of shared responsibility with the educational success and being at service of the social and educational development of the students.

DESCRIPTION OF THE STRATEGY

The relationships of the VET educational centre with the community and the environment must be specified in concrete actions that enable progress towards individual and collective social and educational development. This, from the perspective of co-responsibility in education, must be promoted through the active participation of all the agents involved and in accordance with the shared educational objectives.

The commitment of the VET educational centre to the community and the environment helps to generate a common training project, where socially established values are shared. Thus, it is possible to include the factors that converge in the training of students and, this way, the educational centre can become an institution that promotes socio-educational inclusion, social justice and democratic values.

BENEFICIARIES

☐ Young people ☐ Teaching staff ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. guidance counsellor) ☐ Families
☐ **Other professionals (internal or external to the institution): Educational centre and organisational and social and educational agents in the context**

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition between and
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

The starting point is that the VET educational centre must commit to respecting and promoting collective values (collaboration, commitment, solidarity, dialogue, etc.), linked to both individual rights (freedom, privacy, etc.) and collective rights (self-determination, respect for own cultures, etc.), regardless of the students' origin (social, cultural, etc.), ideology (political, religious, etc.) or the personal circumstances. Thus, it is necessary to promote a community training and cultural project that considers the community and the environment, which means opening up to other organisations and agents, seeking their involvement in the realisation of proposals inside and outside the educational centre and from the collaboration with the educational team and families.

From the perspective of social participation in the education of a democratic society, it is needed, in a medium term, a democratic educational centre, which is only reachable if there exists involvement of the community and the environment. The commitment strengthens the intervention, and it has an intrinsic value, since it contributes to improve the training processes of the students. Training as a right must engage the community, and this is related to the co-responsibility between the educational centre and the environment. In this direction, some actions that can be developed are the following:

- **Collaboration between VET educational centres, municipality and families.** The municipality, as the closest environment to the educational centre, can be a training agent and a source of learning and coexistence. It represents an important level of participation and a suitable space for making decisions, given its proximity to the needs and interests of the students. The collaboration between the educational centre and the municipality makes it possible to develop areas such as the promotion of complementary activities to the usual training offer for students, the implementation of training plans and programs in different transversal axes, or socio-educational and labour inclusion through mediation between education, employment and the transition to the labour market.

The participation of families can be grouped into several areas of cooperation. For example: the educational centre as a source of support for families so they can fulfil their basic obligations; families as sources of support for the educational centre to achieve a more effective training intervention; the collaboration of families to articulate complementary support activities; the involvement of families in the management of the different management bodies of the school; or the connection of families with other institutions and socio-educational communities.

- **Network work.** Involving the community and the environment means working in a network, which links with systematic collaborative work between the educational centre and the different agents and socio-educational organisations in the context. For example, designing and developing participative socio-educational actions, avoiding duplication of the training offer, or making efficient use of available

resources. Interpersonal networks between peers, collective networks between institutions, networks internal or external to the educational centre, networks between services and others can be considered. The possibilities of networking are real and can be used to increase mutual knowledge, report on situations of interest and demand improvements, share resources, participate in common projects, establish permanent networks and other commitments. Some examples would be: networks of meeting spaces to foster the relationship between providers of work experience and local employers and students, and networks of spaces for the development of cultural and recreational activities that aim at the socio-educational inclusion of the students.

- **Environmental education plan.** It is an integrated and community response to the educational needs of students and, especially, of the most vulnerable groups, through coordinated action in the territory. The areas of impact are in the formal sphere (relationship of the educational centre with the environment and continuity between educational stages), the non-formal (student social participation), and the informal and families (educational co-responsibility). Its goals are related to the educational success of students in all its dimensions (personal, social, academic and work), as well as the promotion of social cohesion through intercultural education, equity, inclusion and coexistence. An environmental education plan should incorporate various actions such as: awareness and training; optimization of training processes; welcome and support; complementary and extra-academic activities; educational induction; response to social demands; coexistence spaces; etc.

RESOURCES *(What is needed?)*

- ☐ Tutor-a/mentor-a figure
- ☐ Adequate and comfortable space
- ☐ Schedule
- ☐ Materials / One:
- ☐ Other (specify): **collaboration between organisations and professionals**

OTHER CONSIDERATIONS

- The VET educational centre, as a social creation, promoted and developed to fulfil the purposes that society has established, should be an instrument that considers social needs and demands. The impact on the socio-community development that promotes equity and equal opportunities from training requires commitment and participation of local, political, civil and social authorities in the context of action.
- Usually, the relationship of the VET educational centre with the community and the environment has been formalised through participatory structures or through participation in associations, also through informal interrelations. However, while these possibilities are real and not exclusive, we need to go further to share approaches, policies and actions.
- The proposed actions involve taking into account different degrees of openness of the VET educational centre to the community and the environment. The important thing is that the educational centre becomes aware of its state of maturity and its starting point, in order to decide which action is most suitable to adapt to specific needs. For this reason, it is interesting to analyse in each case which institutions are likely to collaborate and work together to achieve common and shared objectives, finding a better effectiveness and efficiency of the social and educational resources available to students.

REFERENCES *(Related resources)*

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