



**PROGRESS**



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# Promoting Green skills and Schools

**OUR SCHOOL Part I /CIFEA DE MOLINA**  
**School Programs & Target groups –**  
**Trend analysis**

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**Date 30-03-2022**

# Our school environment

## *Structure*



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### Staff structure of CIFEA DE MOLINA

*Principal, head of studies and secretary*

The Region of Murcia Ministry of Water, Agriculture, Livestock, Fish and Environment



**No Ministry of Education**

# Our school environment *Structure*



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## Teaching structure of CIFEA DE MOLINA

*head of department, mentor and teachers*

The Region of Murcia Ministry of Water, Agriculture, Livestock, Fish and Environment

The Region of Murcia Ministry of Education and Culture



**Different  
Administrations  
share the same  
goals**

# Our school environment *Courses offer*



## Courses offer and students target groups

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**Vocational education VET**

*Students from the secondary and high school*

**Vocational training for employment (occupational training)**

*Unemployed*

**Subsidize training programme (continuous training)**

*Professionals related to the farming activity*

# Our school environment

## *Courses VET*



## Vocational education (VET)

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*Target group: students from secondary and high schools + life long learners*

### *Food Industry FAMILY*

**Medium degree: Manufacture of food products (EQF 3)**

**Higher degree: Processes and Quality in the food industry (EQF 4)**

### *Security and Environment FAMILY*

**Higher degree: Education and Environmental control (EQF 4)**



# Our school environment

## *Courses occupational training*

### Vocational training for employment

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*Target group: Life long learners + unemployed*

#### **S.E.F. (\*) Courses (90 hours)**

*Production techniques in Aquaponics*

*Drones applied to agriculture*

*Design and implementation of vertical gardens*

#### **Certificates of professionalism**

*Manufacture of canned vegetables (480 hours)*

*Environmental management (330 hours)*

*Auxiliary activities in nurseries, gardens and garden centres (330 hours)*

(\*) S.E.F. Regional Employment and Training Service

# Our school environment

## *Courses continuous training*



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### Subsidize training program (rural development program RDP)

*Target group: Life long learners related to farming activity*

**Face to face and online courses**



**EUROPEAN UNION**  
European Regional Development Fund

***APPLICATION OF GEOGRAPHICAL INFORMATION SYSTEMS IN THE FIELD OF AGRICULTURE (120 hours)***

***HUNTING MANAGEMENT COURSE (20 hours)***

***BEEKEEPING INCORPORATION (25 hours)***

***INCORPORATION OF FRUIT AND CITRICULTURE (55 hours)***

***MANIPULATOR OF FOOD PROCESSING SECTOR AND RESTORATION IN THE RURAL ENVIRONMENT (10 hours)***

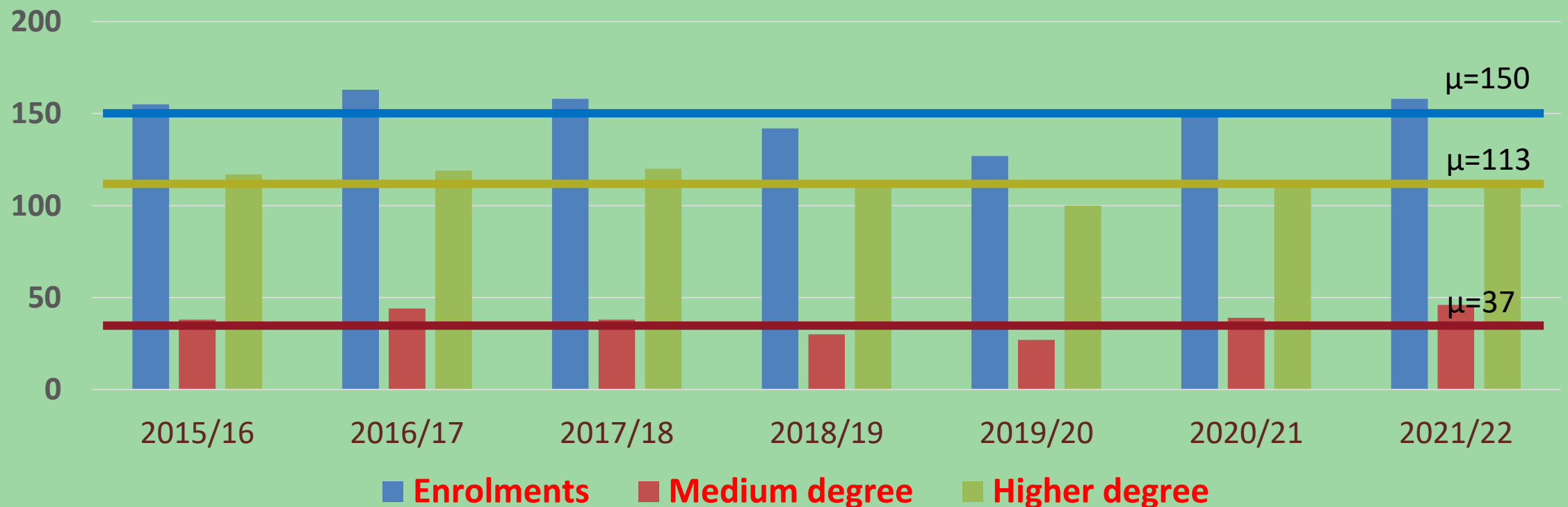
***.... And much more***

# Our school environment

## VET



### Students Enrolments (total number of students by year)

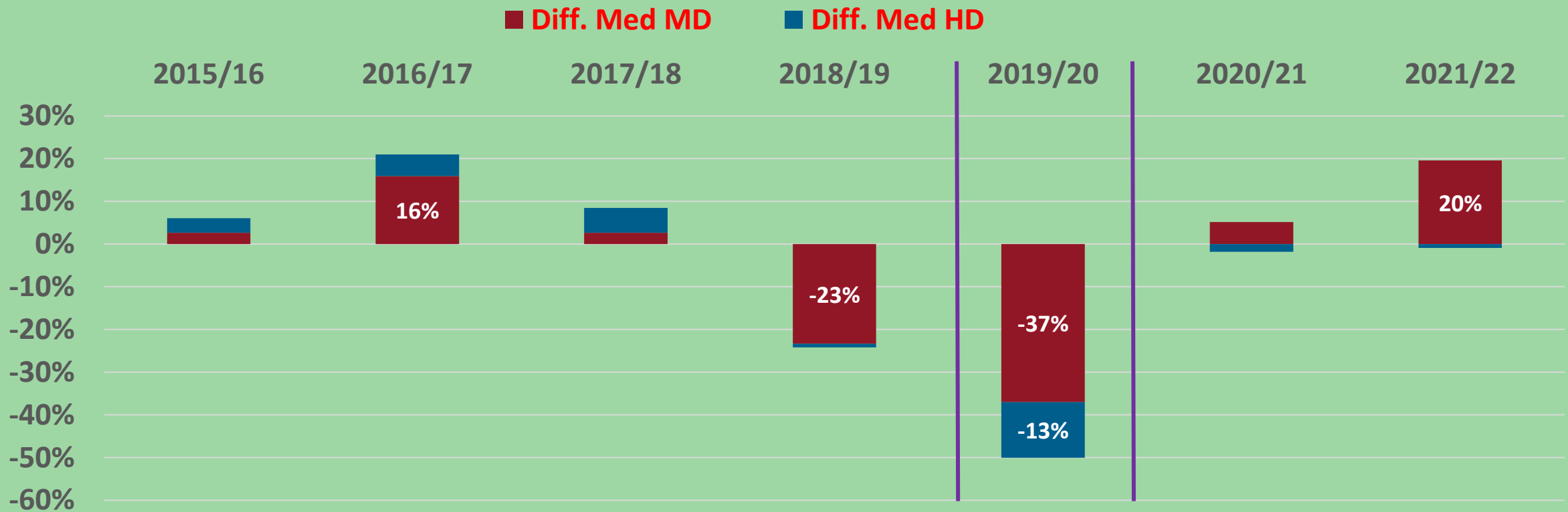




# Our school environment *VET*



## Students Enrolments (per cent of variations with respect to the average)



# Our school environment *VET*



## Students Enrolments Conclusions

The number of enrolments is **more variable in MEDIUM DEGREE than in HIGHER DEGREE.**

When the enrolments fall, the figures in medium degree are worst than in higher degree.

### Example:

**The school year 2019/20:** total enrolments fall in 23 students with respect to the period average. That means a minus 37 per cent of enrolments with respect to the average in medium degree while in higher degree represent a minus 13 per cent, 25 % less.

# Our school environment *VET*



## Students Enrolments GOOD PRACTICES RECOMMENDATION

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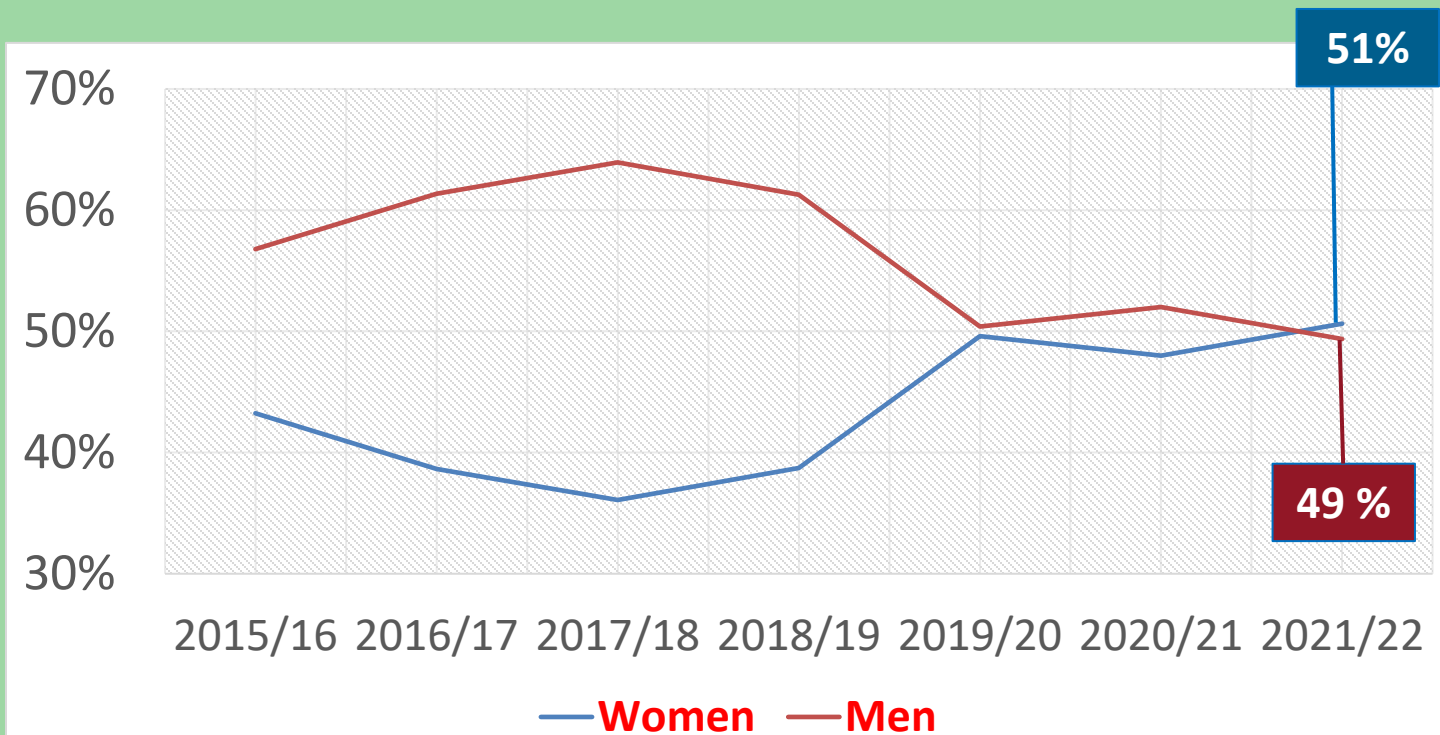
**GOOD PRACTICE  
RECOMMENDATION**

*In an enrolment variability context, we need to make more efforts to attract new students in courses for low EQF levels (medium degree) than in other upper EQF levels (higher degree).*

# Our school environment *VET*



## Students GENDER (per cent between women and men)



In year 2021/22, the number of women studying in CIFEA DE MOLINA is higher than men **for first time in the period**

# Our school environment *VET*



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## Students GENDER GOOD PRACTICE RECOMMENDATION

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### GOOD PRACTICE RECOMMENDATION

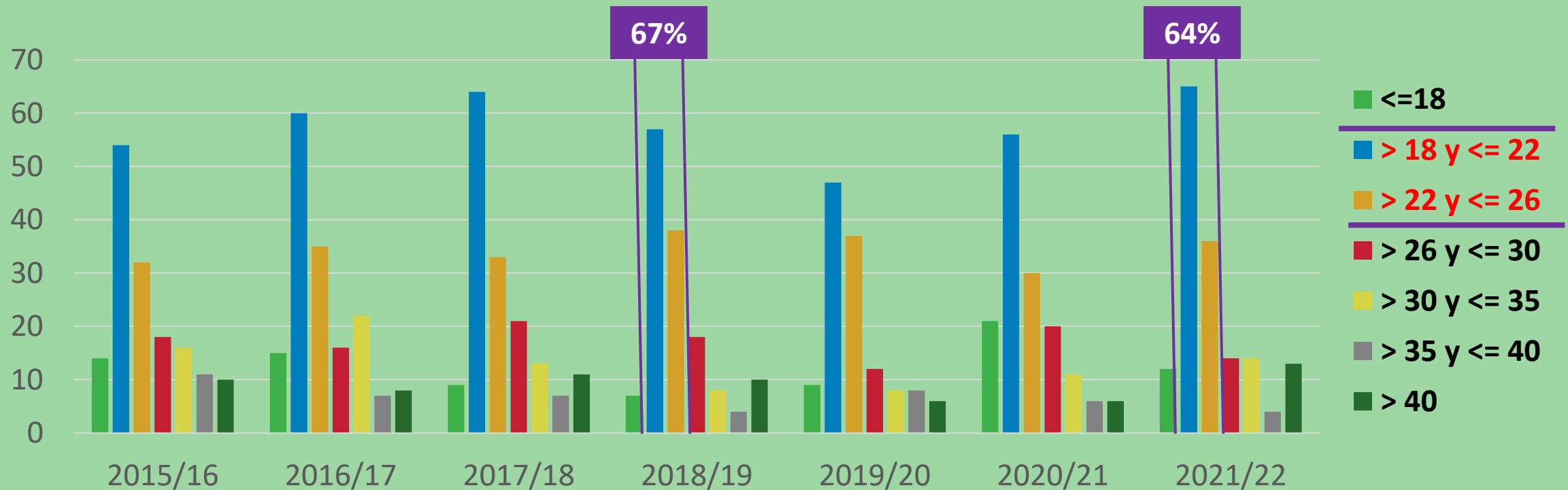
*The campaigns to attract new students must be designed and directed towards women and men at the same time, taking care of gender equality. During the last years, the number of women enrolments is growing up faster than men. VET is attractive for women.*



# Our school environment

## VET

### Students age (number of students by age)



# Our school environment *VET*



## Students age EXAMPLE

The rank of age with more students is between 18 and 26 years old. Inside this rank, mainly, they have an age older than 18 and younger than 22.

### Example:

**The school year 2018/19:** 67 per cent of our students had an age between  $>18 - \leq 26$  years old. In 2018/19, the 40 % had an age between  $>18 - \leq 22$  years old.

**This school year 2021/22,** the rate between 18 -26 years old is 64 per cent, but in section 18 - 22 the figure is 41%.

# Our school environment *VET*



## Students age GOOD PRACTICE RECOMMENDATION

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**GOOD PRACTICE  
RECOMMENDATION**

*Our target group must have an age between 18 – 26 years old and the actions of dissemination must use communication channels for young people.*

*We need to offer online lessons (not all) but it's important to open this possibility with some lessons or activities (audio-visual & online teaching materials)*

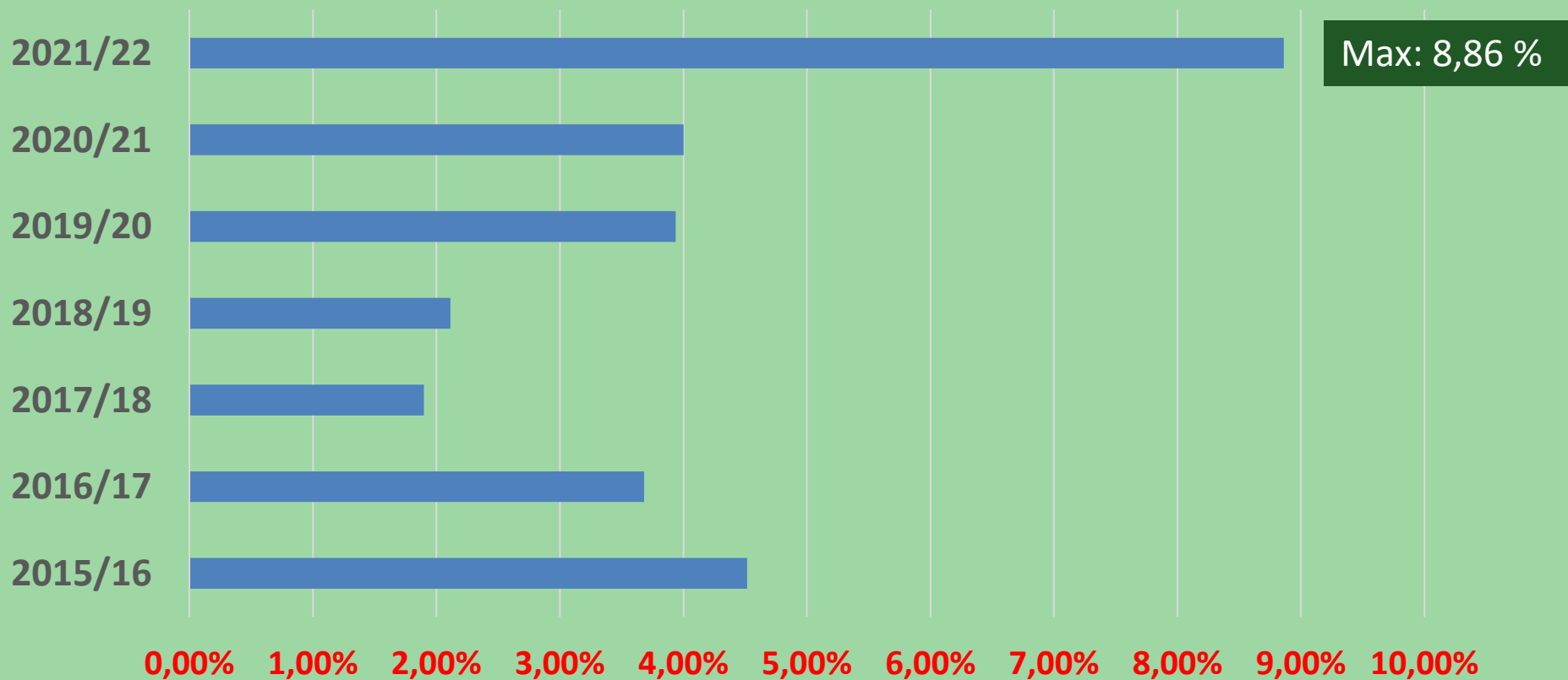
*Activities must be directed to sustainability and equality issues*



# Our school environment *VET*



## Students nationality (% of foreigners students with respect to Spanish)



# Our school environment *VET*



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## Students nationality (nationalities)

year	Spanish	foreign	% foreigners	EUROPE	South Americans	Africa
2015/16	148	7	4,52%	1	5	1
2016/17	157	6	3,68%	2	2	0
2017/18	155	3	1,90%	0	3	0
2018/19	139	3	2,11%	2	1	0
2019/20	122	5	3,94%	1	4	0
2020/21	144	6	4,00%	0	6	0
2021/22	144	14	8,86%	1	8	5

# Our school environment *VET*



## Students nationality EXAMPLE

The number of foreigner students has increased in the last two years. Most of them are from South America (Colombia, Ecuador & Venezuela). The last year, the number of students from Morocco it's higher than other nationalities.

### Example:

**The school year 2021/22:** there are 8,86 % of foreigner students and in number of foreigner students, it's almost double than last year.

**This school year** there are 5 students from Morocco and 8 from South America

# Our school environment *VET*



## Students nationality GOOD PRACTICE RECOMMENDATION

*We need to increase the efforts to attract foreign students to VET. Our school must be an space for social integration and we need to increase skills to work in multicultural teams.*

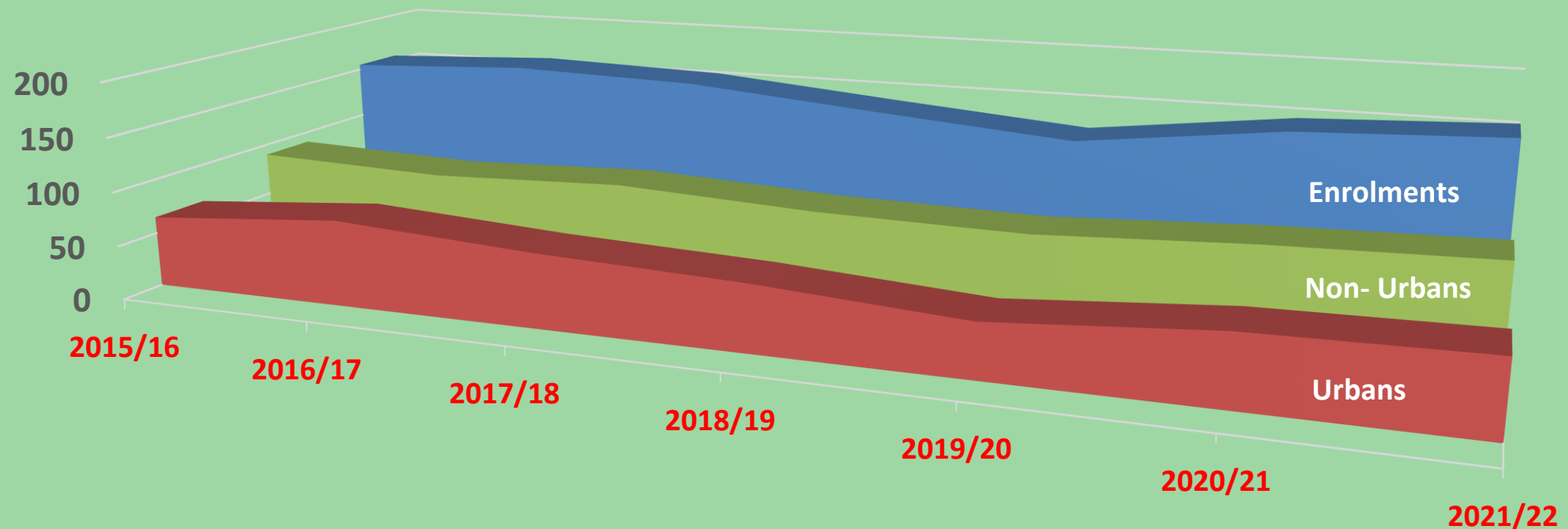
**GOOD PRACTICE  
RECOMMENDATION**

*Also, we have many students that they born in other countries but they have Spanish nationality.*

# Our school environment *VET*



## Social environment of Students (urban \* us non-urban)



(\*) We consider an urban student, the student that lives in a town with more than 40.000 inhabitants.

# Our school environment *VET*



## Urban vs non-urban Students EXAMPLE

The average of non-urban students is 15% higher than urban students. When the number of enrolments drops, basically fall down in the urban students sector.

### Example:

**The school year 2019/20:** the number of enrolments drops until 127 students (period average 150).

This year only a 38 % (average 43%) were students of urban environments while this year, non-urban students were higher than media 61% (average of the period was 57%)

# Our school environment *VET*



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## Students nationality GOOD PRACTICE RECOMMENDATION

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**GOOD PRACTICE  
RECOMMENDATION**

*Students from urban areas are more unstable than students from non-urban areas.*

*In periods with a low level of enrolments our recruitment efforts must be directed to urban students.*

*We need to make more attractive VET for students of urban areas. We have a more scope for action in urban areas than in non-urban areas.*

# Our school environment *LIFE LONG LEARNERS*



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## Courses offer year 2021 (number of course by Areas)

AREA	Nº courses	Nº hours
ENVIRONMENT	3	30
FOOD INDUSTRY	19	222
MANAGEMENT SYSTEMS	19	510
<b>SAFETY</b>	<b>120</b>	<b>2.693</b>
LIVESTOCK	11	285
WORK AND FOOD SAFETY	2	28
FORESTRY	3	64
<b>AGRICULTURE</b>	<b>41</b>	<b>662</b>
WATER MANAGEMENT	3	45
	<b>221</b>	<b>4.569</b>



# Our school environment *LIFE LONG LEARNERS*



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## Courses offer year 2021 (SAFETY)

Course sector SAFETY	Nº hours
Relation with professional use of pesticides (*)	1.873
Safe use of machinery	515
First aids in food industry	285
Others	20
	2.693

(\*) face to face and online courses.

# Our school environment

## *LIFE LONG LEARNERS*



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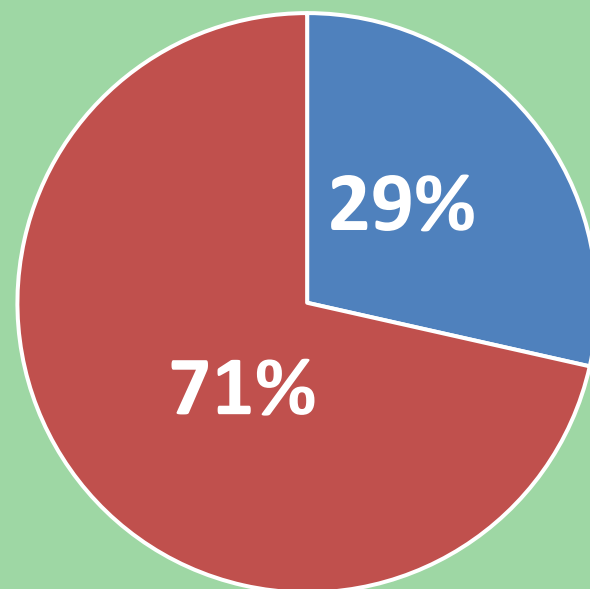
### Number of students year 2021

AREA	Nº students
ENVIRONMENT	35
AGROFOOD INDUSTRY	243
MANAGEMENT SYSTEMS	281
<b>SAFETY</b>	<b>1.877</b>
LIVESTOCK	182
WORK AND FOOD SAFETY	33
TRAINING OF TRAINERS	15
FORESTRY	56
<b>AGRICULTURE</b>	<b>658</b>
WATER MANAGEMENT	48
	<b>3.428</b>



# Our school environment ***LIFE LONG LEARNERS***

## Number of students year 2021 by gender



■ Women ■ Men

**GOOD PRACTICE  
RECOMMENDATION**

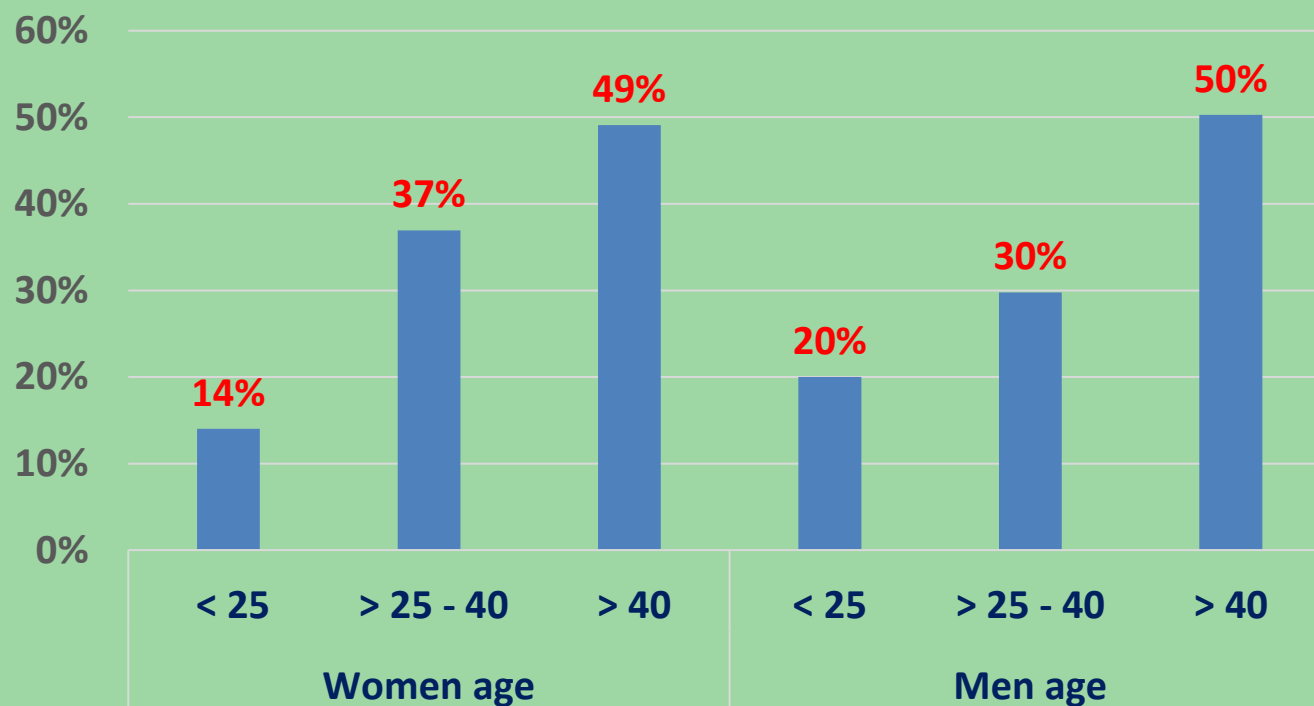
***GOOD PRACTICE  
RECOMMENDATION:***

***To increase the number of  
women like long life  
learners.***



# Our school environment *LIFE LONG LEARNERS*

## Number of students year 2021 by gender and age



### ***GOOD PRACTICE RECOMMENDATION:***

*Women life long learners start older than men, so it is important to put the focus in youngest women (less than 25 years)*



THANKS FOR YOUR ATENTION



Cofinanciado por  
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