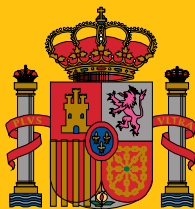


VADUZ, JUNE 29th 2011

*BASIC SKILLS for EMPLOYABILITY in SPAIN*

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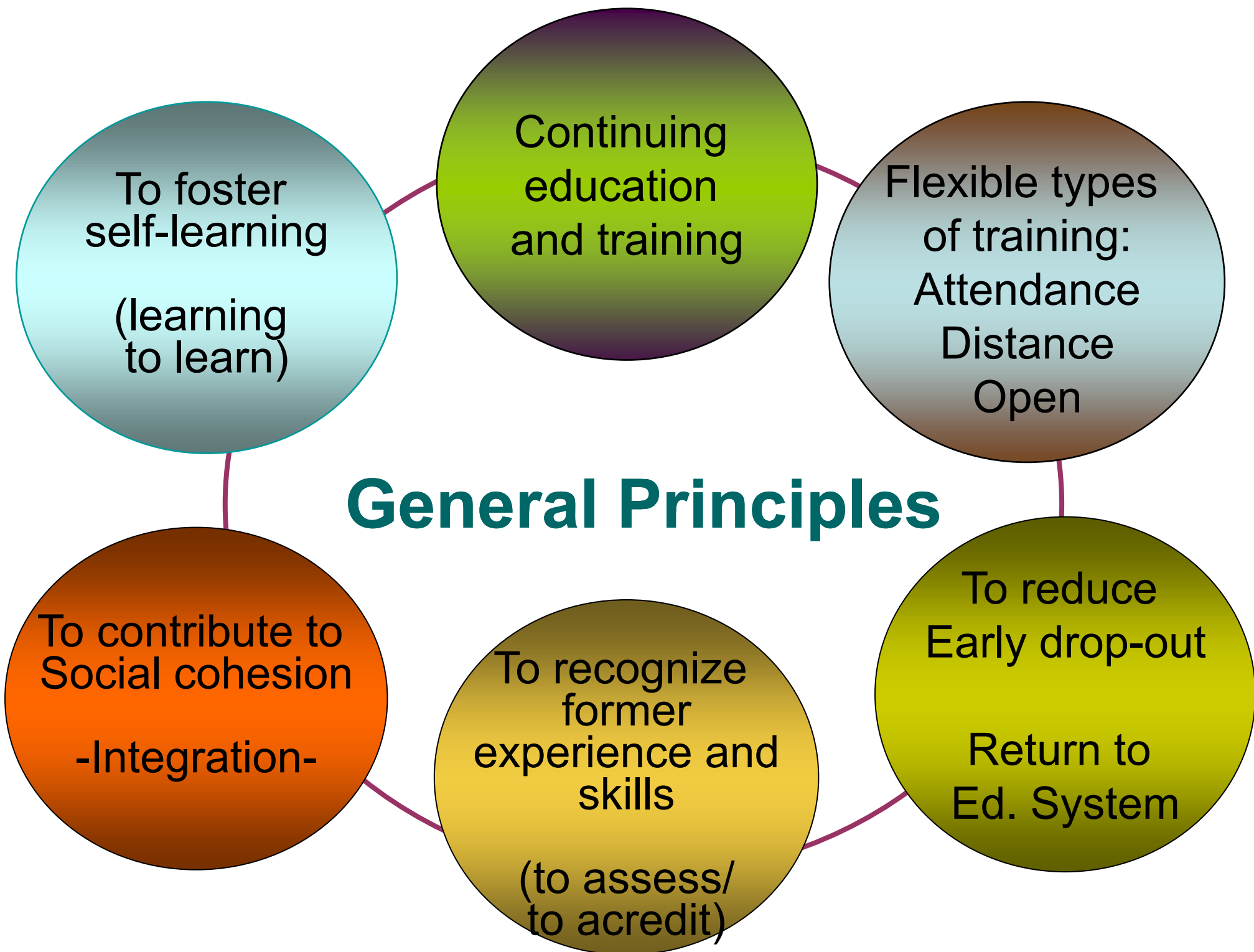
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# **Lifelong Learning: A necessary policy for economic and social development**

Required by scientific and technological evolution as well  
as social inclusion needs



## General Principles

To foster self-learning

(learning to learn)

Continuing education and training

Flexible types of training:  
Attendance  
Distance  
Open

To contribute to Social cohesion

-Integration-

To recognize former experience and skills

(to assess/ to acredit)

To reduce Early drop-out

Return to Ed. System

# Education supply for adults in the Spanish education system

## ***Registration of adults in the education system:***

- Mostly through Adult Schools
- In the 2009/2010 course, 481,277 students registered. Of these, 282,411 went on to formal education and 198,866 to informal education

## ***The Ministry of Education :***

- The General Lifelong Learning Subdirection (SGALV) has been created, with the following subordinated organisations:
  - CIDEAD, distance formal education
  - MENTOR, distance informal education

# The European Union includes adult learning in its policies

- ❑ ***With European objectives for 2020:*** 15% of adult participation in education and training activities (conclusions of the Council, June 2010)
- ❑ ***With flagship initiatives in the 2020 Strategy:***
  - ❑ **An agenda for new qualifications and jobs**
    - ✓ Cooperation in education and training for Lifelong learning
    - ✓ Development of the European Qualifications, Skills, Competencies and Occupations Framework

# Spain needs to take a qualitative leap in Lifelong learning

The national 2020 objective for ongoing training must be ambitious, reaching 20%

## Core elements of the Action Plan: New learning opportunities

*Focus on youth and adults without a Sec. Ed. degree*

*Enhancing the recognition of competencies*

*Facilitating a step forward in professional careers*

*Involving society and improving educ. sector quality*

# Strategic axes

***Facilitate the reinsertion of the adult population in the education system to obtain the obligatory Secondary Education Degree.***

**Doubling the Adult Secondary Education (ESPA) supply**

**Establishing core skills certifications for groups without Sec. Ed. Degree in Adult Education Centres**

**Developing equivalency exams for obtaining the Sec. Ed. Degree**

# Strategic axes

***Improve Vocational Training access for young people who have not obtained the Sec. Ed. Degree***

**Increasing the supply of Initial Professional Qualification Programmes**

**Enhancing access flexibility to Adult Ed. Centres for under age students between 16 and 18**

**Reinforcing grants for allowing continuity of studies and promote part-time labour contracts to combine VT cycle studies and employment**

# Strategic axes

***Generalize the recognition of professional skills, with emphasis on less qualified citizens and workers***

**Designate Adult Ed. Centres (CEPAs) as permanent application centres for requesting the recognition of Level 1 professional skills**

**Offer supplementary training for skill recognition procedure users**

**Establish agreements with civil society bodies for attracting adults with Sec. Ed. Degree to skills recognition**

# Strategic axes

***Facilitate adult access to Baccalaureate, Vocational Training and University: A step forward in personal and professional careers***

**Equivalency exams for access to VT cycles throughout the country**

**Developing access routes to University studies for adults over 25, 40 and 45**

**Enhancing ongoing training in Universities**

# Strategic axes

***Offer formal or informal education and training for immigrants also as an alternative to situations of poverty and social exclusion risk***

**Reinforcing the languages supply for immigrants**

**Promoting the supply of core ICT skills in Adult Education Centres**

**Promoting specific offers for unique groups, developing personal and social skills**

# Strategic axes

***Disseminate the possibilities of lifelong training among the general population***

**Carrying out dissemination campaigns on the possibilities offered by lifelong training**

**Establishing a central telephone and Internet information point on *New Opportunities***

# Strategic axes

***Improve quality and regular evaluation of lifelong learning policies, with the participation of all involved agents***

**Establishing professional profiles and regulating training for trainers in the lifelong learning sector**

**Promoting projects on teaching and learning method innovation as well as on teaching materials and resources for lifelong learning**

**Establishing a national structure for collecting and utilising data on lifelong learning**

# Spain needs to take a qualitative leap in Lifelong learning

## Coordination of resources: A powerful tool

*Resources available in the education environment*

*Adult Schools, an example of coordinated utilisation  
of resources for the recognition of skills*

# A relevant role for Adult Education Centres

## *Attraction centres for adults with poor qualifications:*

- ❑ ***Assuming new functions:***
  - ❑ Focus on recognition of skills
  - ❑ Certification of basic skills
- ❑ ***With exclusive staff:*** Guidance Departments would receive and provide guidance to interested adults
- ❑ ***With the support of third parties:*** qualified staff for providing evaluation and guidance in education or labour
- ❑ ***And offering supplementary training:*** for completing Vocational Training Degrees or Professionality Certificates

# A relevant role for Adult Education Centres

*With the ability to certify basic skills and promote Level 1 qualifications:*

- ❑ ***With respect to Sec. Ed.:*** basic skills certificates valid at national level, and establishing the level of insertion in Adult Secondary Education.
- ❑ ***With respect to Level 1 qualifications:*** the employment history would be assessed, recognising the skills acquired therein
- ❑ ***The adult would obtain at least:***
  - ❑ Accreditation of basic skills for accessing various Adult Education levels
  - ❑ Level 1 Qualifications Certificate
  - ❑ Individual education or professional progress plan

# Gaps in Basic skills

- ❑ ***Difficulty of integrating working population with a deficit in basic skills into lifelong learning:*** Improving the attractiveness also requires improving the methods and organisation of this training.
- ❑ ***Challenge of reducing the rate of early school-leavers:*** Stablishing preventive measures to acquire basic skills.
- ❑ ***Lack of Basic skills training for new groups: older adults and immigrants:*** Setting more resources and specific attention both quantitatively and qualitatively.

**Law for  
Basic skills,  
VIAs and  
equivalency  
exams**

**Flexible types  
of training:  
Spanish for Immigrants,  
course on Basic skills  
helping to get  
the driving licence...**

**Virtual tools:  
Aula Mentor,  
CIDEAD,  
That's English!,  
Leer.es**

## **MEASURES / ACTIONS**

**Coordination  
with other  
administrations**

**Other projects:  
COMBAS, CLUSTER,  
Disemination Campaigns,  
Grants and Prizes**

**Recognize  
former  
experience and  
Skills (R.D in  
Proyect)**

# ACTIONS

## Law for Basic skills, VIAs and equivalency exams

***Initial and basic skills training:*** Orden EDU/1622/2009 10th June.

***VIAs:*** Initial assessment of students regarding basic skills.

***Equivalency exams:*** Basic skills recognition.

# ACTIONS

## FLEXIBLE TRAINING

***Spanish for Immigrants: Adapted Spanish Language courses to support the integration of immigrants and avoid social exclusion risk.***

***Basic skills training to get the driving licence.***

# ACTIONS

## VIRTUAL TOOLS

***CIDEAD: That's English!: Distance / "On line" English Language Course for adults.***

***Leer.es: "On line" didactic reading and writing material for teachers and students.***

***Mentor Classrooms: Virtual classrooms, mostly in rural areas, including many basic digital skills.***

# ACTIONS

## Royal Decree in Proyect

***Recognition of former experience and basic skills at Initial and Basic levels: According to:***

- 2006/962/CE on Recommendations for the acquisition of basic skills***
- Spanish Law 2/2011 of Sustainable Economy to enhance longlife learning, combining work and studies.***

# ACTIONS

## Coordination with other Administrations

- ***Coordination with Labour Administration offering basic skills courses adapted to working population, 3Party Foundation (Government, Employers and Civil society actors)***
- **Coordination with Regional and Local Stakeholders for the dissemination of basic skills training programmes.**
- **Coordination with NGOs for the spreading of basic skills training.**

# ACTIONS

## Other projects

- COMBAS** Project to analyse the treatment of basic skills and key competencies in Educational Centres.
- CLUSTER** Group to research Education policies on basic skills and key competencies.
- Dissemination Campaigns and Congresses (2nd International Congress on Basic Skills, University of Castile-La Mancha)**
- Grants** for teachers and NGOs researching on Basics Skills Treatment and Projects.
- Prizes:** Miguel Hernandez Prize for good practises on Basic Skills and promoting lifelong learning.

*THANK YOU FOR SHARING THESE 3 WONDERFUL DAYS,  
Vaduz, June 29th 2011*



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