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DE ESPAÑA

MINISTERIO
DE EDUCACIÓN
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THE ROLE OF GUIDANCE IN THE ASSESSMENT PROCESS OF BASIC SKILLS IN ADULT POPULATION

Towards a common national model



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THE IMPORTANCE OF BASIC SKILLS



Data & Figures

- ▶ Spain counts on 29 million adults (between 18-64 years old)
- ▶ Early school leaving in 2019 was 17.3% (INE 2020)
- ▶ The participation of the adult population in training programs reached 10.5% in 2019 (INE 2020)
- ▶ According to PIAAC, around 30% of them show low levels in basic skills:
 - ▶ 31.6% in numeracy
 - ▶ 28.7% in literacy
 - ▶ 44.8% in digital skills



- ▶ Skills are the passport for employment: the more qualified a person is the higher employability and social participation they will have
- ▶ People with the lowest level of qualification are those who least participate in training
- ▶ We count on the successful experience of a professional skills assessment process
- ▶ Skills are dynamic
- ▶ Keeping skills updated guarantees socio-educational inclusion and successful personal and professional progress
- ▶ Skills make the return to training and education programs attractive



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THE NEED OF ASSESSING BASIC SKILLS



- ▶ Motivate adults to participate in both formal and non-formal training programmes
- ▶ Raise awareness of the need for Lifelong Learning
- ▶ Promote participation and access to training programmes that allow the development and improvement of both basic and professional skills
- ▶ Improve employability conditions
- ▶ Open validation options
- ▶ Provide information on possible flexible training provision
- ▶ Facilitate adults a training and employment guidance in a personalized way



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THE PROJECT TO DESIGN A MODEL TO ASSESS BASIC SKILLS



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“DESIGN OF A MODEL FOR THE ASSESSMENT OF BASIC SKILLS IN ADULT POPULATION”

- ▶ Led by the Ministry of Education and VET
- ▶ With the collaboration of international experts
- ▶ And the participation of all stakeholders
- ▶ As a base to create a normative framework



Stages

- ▶ 0. Diagnose research
- ▶ 1. Development of a National Reference Framework for the Assessment of Basic Skills in adult population
- ▶ 2. Design and development of an assessment and certification model of basic skills
- ▶ 3. Pilot experience and tool development
- ▶ 4. Awareness and dissemination of the model



POTENTIAL RECIPIENTS WHO MAY BENEFIT?

- ▶ Adults interested in knowing their level in basic skills
- ▶ Adults with or without basic skill levels
- ▶ Qualified adults who want to know their current level in basic skills
- ▶ Adult immigrants
- ▶ Vulnerable groups: women under protection, prison services, people with disabilities...



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THE ROLE OF GUIDANCE IN THE ASSESSMENT PROCESS



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The counsellor's active role BEFORE, DURING & AFTER the assessment process



1. BEFORE THE ASSESSMENT PROCESS: Welcoming and providing some initial advice, even before starting the procedure

- ▶ To inform about the procedure itself: conditions, phases and validity
- ▶ To motivate, raise awareness, give confidence, help identify and value the possibilities in the assessment: interviews, chats, digital and self-assessment tools...
- ▶ To identify and collaborate to build the adult's personal portfolio: CV, skills, career and educational paths



2. DURING THE ASSESSMENT PROCESS: mentoring and support

- ▶ To the candidate: motivation, confidence, advice ...
- ▶ To the assessment team: providing information about the candidate, making proposals to take into account in the evaluation ...

3. AFTER THE ASSESSMENT PROCESS: eventual job and academic guidance

- ▶ To customize guidance on training options
- ▶ To guide on the labour market and its possibilities



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Guidance as a guarantee for the assessment process



- ▶ a) Respect for the rights of the individual: equality, transparency, accessibility and confidentiality
- ▶ b) The profitability of resources that encourage people to make their own decisions, adjusted to their needs and possibilities
- ▶ c) The effectiveness of the procedure in offering information on how to value the assessment results
- ▶ d) The participants' satisfaction



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