



DELIVERABLE 5

BELL Sample Spain

The Spanish Government according to the Lifelong Learning perspective of the European Union with the Communication of the Commission 2011 *Making an European area of lifelong learning*, retook the importance of influencing the development of Lifelong Learning policies, which is currently associated with the change of labour markets, as far as what acquiring new skills to join new professions is concerned, and also linked to profound social transformations that demand personal and citizen skills to be more healthy, creative, interactive and engaged (General Secretary, 2011). Therewith, Lifelong Learning has opened up for new opportunities for adult training, thanks to the new demands both in terms of job skills as basic training for personal and citizenship development (Editorial, 2008).

Institutions which are promoting Lifelong Learning in Spain, have to provide access to such training for adults as well as provide guidance and accelerate the validation and recognition of skills acquired through non-formal and informal learning (General Secretary, 2011). In this sense, Sanz (2006) affirms that in the Spanish context, adult basic education is not limited only by basic skills of literacy and numeracy, but it also includes technical and social skills linked to the access to ICT, competences as learning to learn, etc.

According to Data provided by INE (National Institute of Statistics), among adults aged 25 to 74 years, 3.596.271 men and 3.620.500 women are involved in activities of non-formal education in Spain. The Ministry of Education of Spain and different Departments of Education in the Regional Communities, are promoting the access to Lifelong Learning through publicly owned centres, private grants or through the social initiatives of non-profit organizations. But, according to the General Secretary (2011) there is dispersion and overlapping of training offers in Spain.

Taking into account this dispersion, according to Sanz (2006), training for the social involvement and personal development is offered by very diverse institutions. The most important AE institutions and grouping according the classification made by Sanz (2006) are:

Popular Universities

Civic Centres/ Centres of Social Action



NGO'S

Trades Union

Foundations

Citizen organizations and Neighbourhood associations

Adult Education Schools

Some information about them:

Popular Universities: these are educative and cultural institutions created by groups, associations and social organizations to promote liberal education addressed to major population. These are non profit organizations. The Spanish Government promoted Lifelong Learning through this kind of institution.

Civic Centres and Centres of Social Action: these refer to the socio-cultural equipment located in the neighbourhoods and managed by local governments. The aim is to promote participatory and associative tissue.

NGO'S (Citizens' organizations, foundations and neighbourhood associations): these are civil and social institutions that are created out of the governments. They promote activities of Lifelong Learning addressed to different social groups according to the aim of the institution.

Trades Union: The main large union organizations in Spain are UGT (General Union of Workers) and CCOO (Workers Commissions). They mainly offer vocational continuing education addressed to workers.

Adult Education Schools: these schools develop an educational offer like literacy, numeracy, but also other activities to promote the access of ICT, social skills, languages, etc.

Libraries: These institutions are promoting activities in order to bring culture and literature to the population through reading seminars, courses, etc.

DISTRIBUTION OF THE SAMPLE IN SPAIN

The Bell Sample in Spain will take into account the institutions that we have showed. Due to the dispersion of the institutions that are offering activities of Lifelong Learning, our



distribution is based on the experience of our Centre in Adult Education and following the classification that provided Sanz (2006).

The distribution of the sample will be:

INSTITUTIONS	QUESTIONNAIRES
Popular Universities	400
Civic Centres and Centres of Social Action	100
NGO'S (Citizen Organizations, foundations and Neighbourhood associations)	100
Adult Education Schools	200
Libraries	150
Trades Union	50
TOTAL	1000

We have at our disposal databases of the institutions suggested around Spain. These institutions offer a diversity of activities according to the topics proposed in the first meeting of the Bell project like languages and humanities, ICT, creative arts, social skills, active citizenship, health and sports, and basic skills and competences.

Finally, we are going to contact them via email and supporting the process with phone calls in order to guarantee the successful completion of the questionnaire.

References

Editorial (2008). La formació de formadors/es en el context europeu d'aprenentatge permanent. *PAPERS d'Educació de Persones Adultes*, 56, 4

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