This report reflects the point of view of literacy professionals assembled in this network. It is still a work in progress since we continue to gather and update information on literacy in Romania up to the year 2015. The contents of this publication may be reproduced in part, except for commercial purposes, provided the extract is preceded by a reference to “ELINET”, followed by the date of publication of the document.

Main authors

A Performance in Literacy:
Professor Anke Grotluschen, Klaus Buddeberg, Sophie Koch (University of Hamburg)

B Literacy Policy:
José Lara and Rosa M. Falgàs, Associació Catalana per L’educació, la Formació i la Recerca (ACEFIR)

Report edited by Jenny Litster and David Mallows (UCL Institute of Education)

Coordinator of the ELINET-Project
University of Cologne
Prof. Dr. Christine Garbe
Institut für Deutsche Sprache und Literatur
Richard-Strauss-Str. 2
50931 Köln – Cologne
Germany
christine.garbe@uni-koeln.de
# TABLE OF CONTENTS

## A  Performance in Literacy

1. Average Performance in Literacy ................................................................. 5

2. Gaps - Low Literate Population .................................................................... 6

   2.1 Language .................................................................................................. 6

   2.2 Age ........................................................................................................ 6

   2.3 Gender ................................................................................................... 7

   2.4 Family .................................................................................................... 7

   2.5 Employment ......................................................................................... 7

3. Skills Use ...................................................................................................... 8

4. Literacy Gaps ................................................................................................ 9

   4.1 Parental Education ............................................................................... 9

   4.2 Books at Home ..................................................................................... 9

   4.3 Language ............................................................................................... 10

5. Participation in Adult Education - Low Literate Population ...................... 11

## B  Literacy Policy

1. Provision .................................................................................................... 13

2. Quality monitoring .................................................................................... 14

3. Literacy curricula/reading instruction ......................................................... 15

4. Screenings/assessments/support ................................................................. 15

5. Special support for second-language learners/migrants ............................ 16

6. Reading environments to stimulate reading motivation ............................ 16

7. Digital environments/use of technology in education ................................. 16

8. Teachers .................................................................................................... 17

9. Teacher education ..................................................................................... 17

10. Policy-making .......................................................................................... 18
A PERFORMANCE IN LITERACY
This section of the report draws on data from PIAAC the OECD’s Survey of Adult Skills, to describe the reading performance of adults in Spain. Our focus is on low achievers, those who scored on the lower levels of the survey: Level 1 (scores from 176 points to fewer than 226 points) and below Level 1 (scores below 176 points).

**At Level 1**, adults can read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information, which is identical to or synonymous with the information given in the question or directive. These texts contain little competing information. Adults performing at this level can complete simple forms, understand basic vocabulary, determine the meaning of sentences, and read continuous texts with a degree of fluency.

**Below Level 1**, individuals can read brief texts on familiar topics and locate a single piece of specific information identical in form to information in the question or directive. They are not required to understand the structure of sentences or paragraphs and only basic vocabulary knowledge is required.

In this report results are compared to the average of the 17 EU countries which took part in PIAAC.

# Average Performance in Literacy

Spain performs significantly worse than the EU-17 average of 271, scoring an average of 252.

<table>
<thead>
<tr>
<th>Average</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>252</td>
</tr>
<tr>
<td>EU-17</td>
<td>271</td>
</tr>
</tbody>
</table>

> Significant differences between the country and EU-17 in **bold**

The lowest 10 percent of the Spanish participants perform significantly better than the lowest 10 percent of the EU-17 average. On the other side, the best 10 percent of the Spanish participants perform significantly worse than the best of the EU-17 average. The gap between top and bottom performers is 100 points in Spain, smaller than the EU-17 average of 117.

Table 1.2 presents the spread of literacy achievement of adults in Spain and EU-17 countries.

<table>
<thead>
<tr>
<th>10th Percentile</th>
<th>Standard Error</th>
<th>90th Percentile</th>
<th>Standard Error</th>
<th>Gap 10th-90th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>187</td>
<td>311</td>
<td>1.30</td>
<td>124</td>
</tr>
<tr>
<td>EU-17</td>
<td>210</td>
<td>327</td>
<td>0.33</td>
<td>117</td>
</tr>
</tbody>
</table>

> Significant differences between the country and EU-17 in **bold**
2 Gaps - Low Literate Population

In Spain 34% of the unemployed participants perform at or below Level 1. The proportion of adults performing at Level 1 or below is bigger among women than among men. The proportion of low literates is bigger among those who live with a spouse or partner than among those living alone. A lot more of the non-native speakers perform at or below Level 1, compared with the average of EU-17-countries. Age seems to matter more than on average in EU-17-countries.

2.1 Language

Migration has no causal relation with literacy. What is significant, however, is the oral language competence of the migrant. As part of the survey, participants were asked if their native language is the same as the test language. 43% of the Spanish with a different test language scored at Level 1 or below, compared to 26% whose native language was the same as the test language. The comparable figures for the EU-17 average are 34% and 14%.

Table 2.1 Test language and Native Language at Level 1 or below

<table>
<thead>
<tr>
<th>Test language</th>
<th>Test language same as native language</th>
<th>Std. Error</th>
<th>Test language not same as native language</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>43 %</td>
<td>2.88</td>
<td>26 %</td>
<td>0.80</td>
</tr>
<tr>
<td>EU-17</td>
<td>34 %</td>
<td>0.79</td>
<td>14 %</td>
<td>0.17</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.2 Age

The percentage of the Spanish scoring at or below Level 1 increase with age: from 17% among the age group 24 and below to 46% among those aged 55 plus. The overall impression of these data show that in all age groups, the proportion of low literates is significantly higher than the EU-17 average. In the age group of young adults (16-24 years old), the share of Level 1 or below performers is lowest (17%).

Table 2.2 Age at Level 1 or below

<table>
<thead>
<tr>
<th>Age</th>
<th>Spain</th>
<th>Std. Error</th>
<th>EU-17</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 or less</td>
<td>17 %</td>
<td>1.44</td>
<td>12 %</td>
<td>0.33</td>
</tr>
<tr>
<td>25-34</td>
<td>20 %</td>
<td>1.43</td>
<td>12 %</td>
<td>0.32</td>
</tr>
<tr>
<td>35-44</td>
<td>23 %</td>
<td>1.36</td>
<td>14 %</td>
<td>0.32</td>
</tr>
<tr>
<td>45-54</td>
<td>30 %</td>
<td>1.52</td>
<td>18 %</td>
<td>0.36</td>
</tr>
<tr>
<td>55 plus</td>
<td>46 %</td>
<td>1.88</td>
<td>25 %</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**
2.3 Gender

In the EU-17 average the sexes show nearly no significant differences, but in Spain they do. 27% of men and 29% of women scored at or below Level 1. The comparable figures for the EU-17 average are nearly 17% of men and 16% of women.

Table 2.3 Gender at Level 1 or below

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>27 %</td>
</tr>
<tr>
<td>EU-17</td>
<td>17 %</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.4 Family

In Spain, 29% of those living with a spouse or partner scored at Level 1 or below compared to 24% of those living alone. The comparable figures for the EU-17 average are 16% and 15%.

Table 2.4 Living with spouse or partner among those who scored at Level 1 or below

<table>
<thead>
<tr>
<th>Living with spouse or partner</th>
<th>Percent</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Yes</td>
<td>29 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>24 %</td>
</tr>
<tr>
<td>EU-17</td>
<td>Yes</td>
<td>16 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15 %</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

2.5 Employment

In Spain, 22% of the employed perform at Level 1 or below, as do 34% of the unemployed, and 36% of those who are out of the labour force. The international comparison reveal that in Spain, all three groups (employed, unemployed, out of the labour force) are less literate than the EU-17 average (22% vs. 13%; 34% vs. 22%; 36% vs. 24%).

Table 2.5 Employment at Level 1 or below

<table>
<thead>
<tr>
<th></th>
<th>Employed</th>
<th>Std. Error</th>
<th>Unemployed</th>
<th>Std. Error</th>
<th>Out of the labour force</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>22 %</td>
<td>0.90</td>
<td>34 %</td>
<td>2.47</td>
<td>36 %</td>
<td>1.25</td>
</tr>
<tr>
<td>EU-17</td>
<td>13 %</td>
<td>0.19</td>
<td>22 %</td>
<td>0.80</td>
<td>24 %</td>
<td>0.36</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**
3 Skills Use

Participants in the Survey of Adult Skills were asked about their writing and reading at home, and at work, if employed. In the table below, a higher score shows more frequent use.

Table 3 Literacy Skills Used At Home and At Work

<table>
<thead>
<tr>
<th></th>
<th>Writing Skills</th>
<th></th>
<th>Reading Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at Home</td>
<td>at Work</td>
<td>at Home</td>
<td>at Work</td>
</tr>
<tr>
<td>Index of</td>
<td>Use</td>
<td>Std. Error</td>
<td>Use</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Spain</td>
<td>1.81</td>
<td>0.02</td>
<td>2.01</td>
<td>0.02</td>
</tr>
<tr>
<td>EU-17</td>
<td>1.99</td>
<td>0.00</td>
<td>1.95</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

Adults in Spain perform significantly better regarding their use of *writing skills at work* than EU-17 average but differ significantly and negatively from the EU-17 average index of use of *writing skills at home*. Use of reading *skills at home* and *at work* also differ significantly and negatively from the corresponding indexes of EU-17 average. These indexes reveal that adults in Spain use their literacy skills less often than on average across EU-17 countries, with the exception of their *writing skills at work*. 
4 Literacy Gaps

4.1 Parental Education

Table 4.1 presents the spread of literacy achievement by adults reporting their parents’ highest education level. Parental level of education is a significant factor in Spain as in the rest of the EU countries that took part in PIAAC.

In Spain there is a significant difference of 23 points between those reporting that neither parent attained upper secondary education, and those reporting that at least one parent attained secondary education (244 vs. 267). Furthermore, those reporting that at least one parent completed tertiary level education perform significantly better than those whose parents attained secondary education (282 vs. 267). The gap between those reporting lower parental education and those reporting higher parental education is smaller than the EU-17 gap of 41 scoring a gap of 38. The EU-17 average shows the same pattern on a significantly higher level for each group (253 vs. 244; 277 vs. 267; 294 vs. 282).

The overall impression of these data is that the higher the parental level of education, the better the literacy performance.

<table>
<thead>
<tr>
<th>Lower Secondary or Below</th>
<th>Std. Error</th>
<th>At least one parent secondary/post-secondary</th>
<th>Std. Error</th>
<th>At least one parent Tertiary</th>
<th>Std. Error</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>244</td>
<td>0.91</td>
<td>267</td>
<td>1.62</td>
<td>282</td>
<td>1.78</td>
</tr>
<tr>
<td>EU-17</td>
<td>253</td>
<td>0.38</td>
<td>277</td>
<td>0.32</td>
<td>294</td>
<td>0.44</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

4.2 Books at Home

Table 4.2 shows the spread of achievement of adults by reported number of books at home. This is a common measure of cultural capital. In Spain, 73% of adults report having fewer than 100 books at home. On average these achieve 243 points in PIAAC, 34 points fewer than the Spanish adults reporting that they have more than 100 books at home (243 vs. 277). This gap is wider than the categories in EU-17 average (34 vs. 31). Distribution on average across the EU-17 countries is similar. However, those Spanish having fewer than 100 books perform significantly worse than the comparable EU-17 group (243 vs. 259), as do the ones with more than 100 books at home to the comparable EU-17 average.
### Table 4.2 Books at Home

<table>
<thead>
<tr>
<th></th>
<th>Average score of those with less than 100 books</th>
<th>Percent of Population</th>
<th>Std. Error</th>
<th>Average score of those with more than 100 books</th>
<th>Percent of Population</th>
<th>Std. Error</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>243</td>
<td>73</td>
<td>0.91</td>
<td>277</td>
<td>27</td>
<td>1.32</td>
<td>34</td>
</tr>
<tr>
<td>EU-17</td>
<td>259</td>
<td>60</td>
<td>0.25</td>
<td>290</td>
<td>40</td>
<td>0.28</td>
<td>31</td>
</tr>
</tbody>
</table>

Significant differences between the country and EU-17 in **bold**

### 4.3 Language

In Spain, there are slightly fewer adults reporting that the test language is *not* their native language than on average across EU-17 countries. These Spanish adults, who don’t speak Spanish as their native language, achieve significantly fewer points in the PIAAC test than those who report that their native language is the same as the test language (230 vs. 254).

Table 4.3 shows the spread of literacy achievement referring to the test language and adults’ native language.

### Table 4.3 Native Language

<table>
<thead>
<tr>
<th>Language of the Test and Native Language</th>
<th>Same</th>
<th>Not Same</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Error</td>
<td>%</td>
</tr>
<tr>
<td>Spain</td>
<td>254</td>
<td>0.72</td>
<td>92</td>
</tr>
<tr>
<td>EU-17</td>
<td>274</td>
<td>0.19</td>
<td>91</td>
</tr>
</tbody>
</table>

As well as the native-speaking, non-native-speaking participants in Spain score significantly lower than the corresponding groups at EU-17 average. Those Spanish participants whose native language is the *same* as the test language perform 20 points lower than EU-17 average (274). Those whose native language is *not the same* also scored significantly worse than the average across EU-17 countries (230 vs. 246). Accordingly, the Spanish gap between the native and non-native speakers is 24 points, smaller than the comparable EU-17 average (28 points).
5 Participation in Adult Education - Low Literate Population

In Spain, the rate of participation in formal or non-formal adult education by adults on Level 1 or below is significantly worse than on average across the OECD-Countries (31%).

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>29 %</td>
</tr>
<tr>
<td>OECD-Average*</td>
<td>31 %</td>
</tr>
</tbody>
</table>

*For technical reasons we report the OECD average here.

The non-formal education index incorporates participation in seminars and workshops, private lessons and open or e-learning formats. Table 5.2 shows the percentage of low literate and high literate adults participating in all four types of non-formal education.

Table 5.2 Percentages of Low and High Literate Adults Participating in Non-Formal Education and Training

<table>
<thead>
<tr>
<th>Open or distance education</th>
<th>Seminars or workshops</th>
<th>Private lessons</th>
<th>On the job training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 or Below</td>
<td>Level 1 or Below</td>
<td>Level 1 or Below</td>
<td>Level 1 or Below</td>
</tr>
<tr>
<td>Spain</td>
<td>7 %</td>
<td>5 %</td>
<td>5 %</td>
</tr>
<tr>
<td>OECD-Average*</td>
<td>6 %</td>
<td>9 %</td>
<td>8 %</td>
</tr>
</tbody>
</table>

*see above

Spanish adults are most likely to participate in on the job training (organised by supervisors or similar facilitators), reaching 15% of those performing at Level 1 or below and 40% of those performing at Level 4/5, which in both groups is 2 percentage points less than in EU-17 average. For seminars or workshops and for private lessons participation rates are also lower than in the corresponding groups at EU-17 average. There is a remarkably higher rate of participation, however, in open or distance education.
B  LITERACY POLICY
1 Provision

1.1 What types of adult literacy provision are there? What do you consider to be adult literacy provision in your country?

Currently, responsibility for education in Spain is devolved to the Regional Autonomies with the exception of Ceuta and Melilla: these cities continue to be directly dependent on central government (that is, the Ministry of Education, Culture and Sports).

Some Regional Autonomies have very little regulatory development in the field of adult literacy.

Equipped with these responsibilities, local administrations usually establish agreements on adult education with various organisations and agencies. Most Regional Autonomies and organisations of the Central Administration such as the Institute of the Woman, the State Secretary for Education and Universities, etc. have established special adult education and training agreements with local municipal councils. The Spanish Federation of Municipalities and Provinces (Federación Española de Municipios y Provincias) coordinates and implements many of these activities through its sectoral commission on education and culture.

Adult literacy provision can be formal, informal and non-formal learning. Formal learning includes:

- Basic education programmes for adults,
- Basic literacy, numeracy and digital competences

On the one hand, the goal of basic adult education is to provide adults with basic elements of cultural knowledge in a way that improves their opportunities for personal development and integration in various social arenas. This type of education is not designed to be one-size-fits-all; rather it is a flexible system that can be adapted to any level, according to the training and experience of each individual learner.

And on the other hand, the basic education offer includes secondary school equivalence programmes which the various Regional Autonomies attempt to make consistent in their practical application as well as their organisation. This process, similar to the rest of the Spanish educational system, assumes that the basic qualification must be equivalent to that known as the Secondary School Graduate degree.

Some examples of programmes offered within the non-formal learning stream include access to VET programmes, access to Higher Education, Foreign Language Education, Digital Education, professional courses, etc.

1.2 How is adult literacy provision funded?

Adult literacy provision is mainly funded by the Regional Autonomies and organisations of the Central Administration which support NGOs, together with some adult education and training agreements with local municipal councils.

1.3 Is there a statutory entitlement to literacy provision up to a certain level?

No.
1.4 **What is the rate of participation in adult learning, workplace training, liberal adult education?**

As responsibility for adult learning is split between a number of government ministries (Ministry of Employment, The Ministry of Social Affairs [immigrant population following literacy programmes in NGOs], The Ministry of Culture and The Ministry of Education) there are no combined data on participation rates.

1.5 **Are studies available on factors that inhibit or prevent participation in literacy education and in using literacy outside educational contexts? If yes, what are the factors?**

No relevant studies are available. It is possible that participation is inhibited by geographic distance: although there is a large network of adult education centres, these do no reach the whole population, especially those living in small, rural villages.

1.6 **What progression routes are there from adult basic education courses to VET/HE courses?**

Adult students often progress from access courses to VET/HE, which are normally delivered on distance learning platforms, or are face-to-face courses in adult education centres.

1.7 **Does a right to advice and guidance regarding educational opportunities exist? If yes, who provides this advice?**

Some Regional Autonomies offer a guidance service in adult education centres.

2 **Quality monitoring**

2.1 **Is there an inspection service to monitor the quality of adult literacy providers (including classroom practice)?**

There is an inspection service to monitor the quality of adult literacy providers (including classroom practice) in some regions, but there is no national coordination of this.

2.2 **Are there national quality standards for the quality of adult literacy providers?**

There are no national quality standards for adult literacy providers.

2.3 **Are there national benchmarks/standards for adult literacy performance? How are adults’ progress in reading and writing assessed/monitored?**

There are no national benchmarks/standards.

2.4 **What accountability measures are in place for adult education institutions?**

There are none.
3 Literacy curricula/reading instruction

3.1 Is there a national literacy curriculum for adults? How is this linked to school curricula?
There is a national literacy curriculum for adults, but the path is very similar to that followed in primary and secondary compulsory education. There is a need for the curriculum to be adapted to adult students.

3.2 What is the accepted methodology for the teaching of literacy to adults?
There is no common established methodology for the teaching of literacy to adults.

3.3 How do curricula and learning materials cater for diversity of learner groups and learning needs?
As stated in 3.1., the curricula and materials used with adults are not very different to those used in primary and secondary compulsory education. Although there have been many improvements made to the materials developed for lower level learners, there are few materials for more advanced adult literacy students.

3.4 Is there a specific focus on literacy in VET provision for adults?
Although some improvements have been made, there is no specific focus on literacy in VET provision for adults.

4 Screenings/assessments/support

4.1 How are adults with literacy needs identified?
They are identified by means of NGOs, or social services in municipalities, and by reports of drop-outs from compulsory education.

4.2 How are adults’ prior literacy knowledge and skills recognized and validated?
There are some kinds of tests adapted to different profiles of adults depending on their age, if they are Spanish or migrants, etc. There is a system of recognition and validation through a test.

4.3 Are there any standard tests to assess literacy needs or learning progress in literacy programmes?
Yes, there are some tests. There is a standard national test and many examples established by the Ministry of Education to guide the different Regional Departments of Education.

4.4 How are adults with dyslexia identified and supported?
There is no mechanism provided to identify adult with dyslexia.
5 Special support for second-language learners/migrants

5.1 Is there provision for adult migrants whose home language is not the official language of the host country?
This varies from region to region with much of the provision provided by NGOs.

5.2 Is there specialist provision for those who have poor literacy skills in their L1?
No.

5.3 Is there a separate curriculum for this type of provision?
No.

6 Reading environments to stimulate reading motivation

6.1 Are there schemes to promote reading for pleasure among adults?
Yes, there are several national and regional programmes to promote reading in libraries, social centres in municipalities, NGOs, through the website www.leer.es, primary schools (schools for parents) etc.

6.2 Is there systematic cooperation with civil society – e.g. libraries, bookstores, literature institutions, theatres, media, newspapers, publishers etc. in reading promotion for adults?
There is cooperation with civil society, but there is a need to significantly improve this.

6.3 Are there family literacy programmes with a focus on supporting adult literacy?
Yes, primary schools (schools for parents) and reading in libraries.

7 Digital environments/use of technology in education

7.1 Is there a digital gap? How are adults supported in acquiring digital skills/digital literacy?
The Spanish government has invested heavily in the field of digital literacy in the last decade.

7.2 Which population groups are excluded from access to ICTs?
None.
7.3 Are there any web-based programmes for adults to improve their literacy & numeracy skills?

There are many web-based programmes for adult basic skills learners, some at the national level, for example, CIDEAD (Centro para la Innovación y Desarrollo de la Educación a Distancia), and others offered at regional level. For instance, the Girona-based NGO Associació Catalana per L’educació, la Formació i la Recerca (ACEFIR) has a module through which immigrants can learn spoken language.

7.4 What classroom resources (E-books, notebooks, internet, mobile phones...) are used to support the development of adults’ literacy?

The most used classroom resources are PCs and overhead projectors.

8 Teachers

8.1 What are the professional roles within adult education?

There is no professionalisation of adult education teachers or specialism in adult education teaching in Spain.

8.2 What is the status/reputation of teachers and other professionals who work in adult education?

The status/reputation of adult education professionals in Spain is not very high. This is related to the routes into the profession: people come to the profession through adult education centres, usually following many years of service in teaching – this means that adult educators are older and perceived as less enthusiastic.

8.3 What are their working conditions?

Working conditions are not very different to those experienced in primary or secondary compulsory education.

8.4 How do salaries compare to the national average?

Salaries are not very different to those in primary or secondary compulsory education.

9 Teacher education

9.1 What are the statutory qualification requirements for adult literacy teachers?

In Spain, the statutory qualification requirements for adult literacy teachers are not very different to the requirements in primary or secondary compulsory education.

9.2 Are there specialist qualification routes for adult literacy teachers?

There are no specialist qualification routes for adult literacy teachers.
9.3 What are the entry requirements for Initial Teacher Education?

For entry to ITE, the requirement is a degree in teaching and an entrance exam. This is also the requirement for ITE in other phases of education (primary or secondary). There is no systematic specialisation.

9.4 Who pays for training?

There is a pre-training course as part of students’ university degree that must be paid for by students themselves.

9.5 Is there a curriculum for initial teacher training?

A curriculum exists for initial teacher training, but there is no specific training for adult teachers.

9.6 Are there compulsory (or optional) language and literacy modules in all adult education ITE?

There are no compulsory (or optional) language and literacy modules in all adult education ITE.

9.7 What is the length of the required training?

At least one year.

9.8 Is there a curriculum/quality standards?

The Spanish Ministry of Education has established curriculum standards but there is no common framework to assess quality.

9.9 Is there continuous professional development (in-service training) for teachers which focuses on literacy development?

No.

10 Policy-making

10.1 Who is involved in policy-making for adult literacy education?

In Spain, adult literacy education is not currently considered a high priority issue by policy-makers.

10.2 How is inter-sectoral and inter-ministerial cooperation promoted and coordinated?

There is currently not only minimum cooperation between the different Regional Governments and the National Government in the field of adult education, but also very little cooperation between the government ministries with responsibilities/interests in the sector (for example, Employment, Education, Social Affairs, etc.).

10.3 What financing mechanisms exist that facilitate inter-sectoral cooperation?

There are no financing mechanisms to facilitate inter-sectoral cooperation.
10.4 Which policies promote for the provision of broad and varied access to adult literacy education?

10.5 How are the motivation, interests and needs of adults taken into account in the policy-making processes?

10.6 Does government promote adult literacy in its lifelong learning policy?

Adult literacy is not considered a high priority area of learning by policy makers; instead responsibility for promotion lies with learning facilitators and trainers.