

# 3<sup>rd</sup> GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



## Monitoring survey results for Colombia

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| UNESCO Region  | Latin America and the Caribbean   |
| 1.1. Does your country have an official definition of ALE?   | Yes   |
| 1.1.1. Enter the official definition of ALE here:  | El Decreto 3011 de 1997 define la educación de adultos así: "Para efectos de lo dispuesto en el presente decreto, la educación de adultos es el conjunto de procesos y de acciones formativas organizadas para atender de manera particular las necesidades y potencialidades de las personas que por diversas circunstancias no cursaron niveles grados de servicio público educativo, durante las edades aceptadas regularmente para cursarlos o de aquellas personas que deseen mejorarsus aptitudes, enriquecer sus conocimientos y mejorar sus competencias técnicas y profesionales". |
| 1.2. Has the official definition of ALE changed since 2009?  | No  |
| 1.2.1. What were the reasons for this change?  |   |
| 1.3. Are literacy and basic skills a top priority for ALE programmes in your country?  | Yes   |
| 1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.  | El actual plan de desarrollo 2014 - 2018 cuyo horizonte es PAZ,EQUIDAD, EDUCACION orienta como meta fundamental declarar a Colombia como territorio libre de analfabetismo, esto es reducir la tasa de 5.6% a 3.9%  |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]                       | agree   |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]              | agree   |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.] | tend to disagree  |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]                              | disagree  |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]            | tend to disagree  |

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| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]  | tend to agree                                |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.] | tend to agree                                |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]  | tend to agree                                |
| 1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?   | No   |
| 1.5.1. What areas does it cover? [Adult literacy]  | Not selected                                 |
| 1.5.1. What areas does it cover? [Policy]  | Not selected                                 |
| 1.5.1. What areas does it cover? [Governance]  | Not selected                                 |
| 1.5.1. What areas does it cover? [Financing]   | Not selected                                 |
| 1.5.1. What areas does it cover? [Participation]   | Not selected                                 |
| 1.5.1. What areas does it cover? [Quality]   | Not selected                                 |
| 1.5.1. What areas does it cover? [Other]   |  |
| 2.1. Overall, would you say that since 2009 your country ...   | has made significant progress on ALE policy? |
| 2.1.1. Provide the most significant indicator of this regression here.   |  |
| 2.1.1. Provide the most significant indicator of this progress here.   | Tasa de analfabetismo                        |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]   | Not selected                                 |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]   | Not selected                                 |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]                   | Not selected                                 |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]                               | Not selected                                 |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]                                | Yes  |

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| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]                             | Yes   |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]                     | Yes   |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]  | Not selected                                |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]  | Not selected                                |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]                             | Yes   |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]   | Not selected                                |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]   | Not selected                                |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]                       | Not selected                                |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]                     | Yes   |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]                                 | Not selected                                |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples] | Not selected                                |
| 2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?   | Yes, a policy framework existed before 2009 |
| 2.4. Since 2009, has your country enacted any important new policies with respect to ALE?  | No  |
| 2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.  |   |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation ]   | agree                                       |

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| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems ] | tend to agree   |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements ]                | tend to agree   |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]                                  | agree   |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]                  | tend to agree   |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]                  | tend to agree   |
| 3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?           | No, and there is no plan to do so   |
| 3.2.1. Describe how the government consults on ALE policy.  |   |
| 3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?         | No  |
| 3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.  |   |
| 4.1. What percentage of public education spending currently goes to ALE?  | 1% – 1.9%   |
| 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has   | increased   |
| 4.3. Does the government plan to increase or decrease spending on ALE?  | Plans to increase   |
| 4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?                      | No  |
| 4.4.1. Give details and provide references where appropriate and URL link if possible.  |   |
| 5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...  | Decreased   |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]  | 32,5%   |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]  | 2014  |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]   | Población de 15 años y más.   |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']                                       | Población matriculada en todos los ciclos de adultos de Educación Básica y Media como porcentaje de la población de 15 años y más sin ningún nivel educativo.   |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]  | Población de 15 años y más sin ningún nivel educativo (Fuente: Gran Encuesta Integrada de Hogares (GEIH) Departamento Administrativo Nacional de Estadística (DANE) y Población matriculada en todos los ciclos de adultos de Educación Básica y Media (Fuente: Sistema Integrado de Matrícula (SIMAT) Ministerio de Educación Nacional (MEN) |

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| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]  |    |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]  |    |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]               |    |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]   |    |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]                                    |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]   |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)] |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]  |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]                        |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]  |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]   |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]  |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]  |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]   |    |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]   |    |
| 5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?                        | No |

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| 5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009. |                    |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]   | Yes                |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]  | Not selected       |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]  | Not selected       |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]              | Not selected       |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]                       | Not selected       |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Other]  |                    |
| 6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?   | Yes                |
| 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?   | Yes, in some cases |
| 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?   | No                 |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]  | Not selected       |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]          | Yes                |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]  | Not selected       |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]   | Not selected       |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]  | Not selected       |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]                                     | Not selected       |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]  | Not selected       |
| 6.5.1. Give references and URL link(s).  |                    |
| 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?                                 | No                 |

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| 6.6.1. Give details and provide sources and URL links if possible.   |              |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]   |              |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]   |              |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]                               |              |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]  |              |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]  |              |
| 7.1.1. Explain your response here.   |              |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]   | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]  | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]   | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]   | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]                        | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]   | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]                                 | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]  | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]  | Not selected |

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| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]                             | Not selected                          |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]  | Yes                                   |
| 7.2.1. Please provide your sources.  |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]  |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]   |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity] |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]                           |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]                    |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  |                                       |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]   |                                       |
| 7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?                    | Not much, but to an increasing extent |
| 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?   | No                                    |
| [Name of coordinating body:]   |                                       |
| [Briefly describe its mandate and activities:]   |                                       |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]  | Not selected                          |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]   | Not selected                          |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]   | Yes                                   |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  | Not selected                          |
| 8.1.1. Give sources for checked options.   |                                       |



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| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]   | to a large extent   |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]                               | to a large extent   |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)] | to a large extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]   | to a small extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]  | to a small extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]  | to a small extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]   | to a large extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]  | to a large extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]  | to a large extent   |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]  |   |
| 8.3.1. Please specify   | Teniendo en cuenta el Programa Nacional de Alfabetización y a medida que el adulto avanza en los Ciclos, se imparten conocimientos en cuidado del medio ambiente, democracia, participación y derechos humanos, |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]  | to a small extent   |

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| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[Increased access to education, literature, the arts and cultural heritage]                                  | to a small extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[Environmental sustainability in local communities]  | to a small extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[Active citizenship and political and community participation]   | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[Community solidarity and social justice]  | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[Democratic values and peaceful co-existence]  | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[None of these – adult learning and education programmes mostly have other purposes]                         |                   |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?<br>[Other]  |                   |
| 8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers | not at all        |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Arts and crafts]   | somewhat          |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Cultural rituals and traditional knowledge systems]  | not at all        |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Spirituality]  | not at all        |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Ecology and the environment]   | not at all        |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Sports]  | not at all        |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?<br>[Dance and theatre]   | not at all        |

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| Groups that are the hardest to reach with ALE programmes? [Refugees]   | Not selected |
| (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]  | Not selected |
| (a) the hardest to reach with ALE programmes [Residents of rural or remote areas]  | Yes          |
| (a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]  | Not selected |
| (a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]  | Not selected |
| (a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]  | Not selected |
| (a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities ]   | Yes          |
| (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]  | Not selected |
| (a) the hardest to reach with ALE programmes [Other]   |              |
| Groups where ALE programmes have had some success [Refugees]   | Not selected |
| (b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]   | Not selected |
| (b) groups where ALE programmes have had some success [Residents of rural or remote areas]   | Not selected |
| (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]   | Not selected |
| (b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]   | Yes          |
| (b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]   | Not selected |
| (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities ]  | Not selected |
| (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]   | Not selected |
| (b) groups where ALE programmes have had some success [Other]  |              |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)] | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]  | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]   | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]                | Yes          |

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| 9.1.1. Provide sources for the selected options.  | Información del Sistema de Información de Matrícula (SIMAT), que se cruza con bases de datos de población víctima y grupos vulnerable. |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]                                   |  |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]                  |  |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]  |  |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]  |  |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]   |  |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification] |  |
| 9.2.1. Provide sources for the selected options.  |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]                           |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]                             |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]           |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]   |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]        |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]          |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]                         |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]                           |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]                                    |  |

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| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]                                 |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]                         |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]                           |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]                |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education] |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]              |  |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]                |  |
| 9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?            |  |
| 9.4.1. Give details and provide references and URL links if possible.  |  |