

Monitoring survey results for Uruguay

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:	La educación formal de personas jóvenes y adultas tendrá como objetivo elcumplimiento de la educación obligatoria posibilitando el acceso a niveleseducativos superiores. La educación no formal de personas jóvenes y adultas, en el marco de unacultura del aprendizaje a lo largo de toda la vida, a través de todas aquellasactividades, medios y ámbitos de educación, que se desarrollan fuera de laeducación formal, que tienen valor educativo en sí mismos y han sidoorganizados expresamente para satisfacer determinados objetivos educativosen diversos ámbitos de la vida social. Fuente: "Desde la educación de personas jóvenes y adultas hacia el aprendizaje a lo largo de toda la vida" 2009. Comité Nacional CONFITEA VI - MEC MIDES ANEPUDELAR ICAE REPEM CEAALDisponible en: http://www.epja.gub.uy/
1.2. Has the official definition of ALE changed	No
since 2009? 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.	
	Finalidades de la educación de personas jóvenes y adultas:- Promover aprendizajes significativos de acuerdo al contexto de lapoblación, sus necesidades, intereses y problemas Preparar para la participación ciudadana y la convivenciademocrática Procurar la formación de sujetos autónomos, conocedores de surealidad, nacional, regional e internacional, capaz de "leer elmundo" en que vive y participar en los procesos de sutransformación Promover los múltiples aprendizajes para profundizar y fortaleceruna cultura del trabajo, como valor social, y mejorar su calidad de vida y la de la sociedad en que vive, integrando las TICS.FUENTE: Desde la Educación de personas jóvenes y adultas hacia el aprendizaje a lo largo de toda la vida. (2009). Comité Nacional de la CONFITEA (MEC-MIDES-UDELAR-ICAE-REPEM-CEAAL) Disponible en: http://www.epja.gub.uy/
1.4 Would your pountwio ALE stakeholders a fire	Tittp.//www.cpja.gub.uy/
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 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.1	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	tend to agree
define precisely.] 1.4. Would your country's ALE stakeholders agree	(C.1.4 to 4B100
or disagree with the following statements? We are	
not asking for your personal views. [Adult learning	
and adult education are the same thing.]	
and data oddoddon dro dro odmo tring.j	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 and	
continuing vocational education and training are	diagrap
not integrated.l	disagree
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.]	
Scope of our ALL practice.]	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.]	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.]	agree
1.5. Has your country formulated a CONFINTEA VI	No
action plan following the BFA? 1.5.1. What areas does it cover? [Adult literacy]	
1.3.1. What areas does it cover? [Addit 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]	
1.5.1. What areas does it cover: [i articipation]	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	
2.1.1. Provide the most significant indicator of this	
regression here.	
2.1.1. Provide the most significant indicator of this	
progress here.	
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	Not selected
skills]	
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)]	Yes
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]	Not selected
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]	Yes
2.2. Which target groups of (potential) learners are	
especially important in ALE policies in your	
country? Check up to five groups. [Adults living	Net calcated
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	Not coloated
rural or sparsely populated areas	Not selected
2.2. Which target groups of (potential) learners are	
especially important in ALE policies in your	
country? Check up to five groups. [Parents and	Not selected
families]	1vot Sciedted
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	Not selected
parents] 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	Not coloated
peoples1	Not selected
2.3. Does your country have a policy framework to	
recognize, validate and accredit non-formal and	Ves a policy framework existed before 2000
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?	
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]	tend to agree
Impreaded statement participation	

3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	Lond to dispose
evaluation systems 1	tend to disagree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements]	tond to agree
	tend to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	tend to agree
[become more decentralized]	teriu to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
[Su enguieneu inter-ministeriai 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?	Yes
3.2.1. Describe how the government consults on	ESTO A DADO LUGAR A LA CREACIÓN DEL CONSEJO
ALE policy.	NACIONAL DE EDUCACIÓN NO FORMAL (CONENFOR)
	INACIONAL DE EDUCACION NO I ORNIAL (CONLINI ON)
3.3. Has there been any significant	
innovation/development in ALE governance in	
your country since 2009 that could be of interest	No
to other countries? 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?	0 - 0.4%
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?	
and the second second countries.	
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	Increased
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	
rate (%)]	16%
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	
	2013
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	
group]	15 años en adelante
gιυup	

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Incluye Educación de Adultos con continuidad educativa CINE1, 2 y 3. También incluye programas sin continuidad educativa:
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source with URL]	Anuario Estadístico de Educación 2013 MEC. Disponible en: http://educacion.mec.gub.uy/innovaportal/v/11078/5/me cweb/publicaciones?3colid=927&breadid=927
5.2. What differences are there between women	
and men in terms of their participation rates (%) in ALE programmes? [Overall]	Men participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%) in	
ALE programmes? [General education]	Equal participation
5.2. What differences are there between women	Equal participation
and men in terms of their participation rates (%) in	
ALE programmes? [Technical and Vocational	
education and training (TVET)]	Men participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%) in	Equal participation
ALE programmes? [Literacy] 5.2. What differences are there between women	Equal participation
and men in terms of their participation rates (%) in	
ALE programmes? [Non-formal and informal	
education	Equal participation
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	no abondo
low-level literacy and basic skills]	no change
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)]	no change
5.3. For each of the following groups, how has ALE	no onango
participation since 2009 changed? [The long-term	
unemployed]	increased
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	inavagad
training	increased

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]	increased
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?	Yes
5.4.1. Give details. Provide sources and URL link if	
possible. Also include references to recent surveys	Incremento de Centros de Capacitación Profesional. Es una
or major studies of ALE participation in your	i i i i i i i i i i i i i i i i i i i
country published since 2009.	propuesta educativa pública de carácter integral dirigida a
country passioned enter 2000.	adolescentes de 15 a 20 años que se encuentran fuera del
	sistema educativo formal y no trabajan.
6.1. Does your country systematically collect	
information about the following ALE outcomes?	Van
[Completion rates]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Certificates or qualifications issued]	Yes
C.A. David and the state of the	i les
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	Not selected
outcomes)] 6.1. Does your country systematically collect	Not sciedted
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	V
in your country?	Yes
6.3. Are initial, pre-service qualifications a	Voc. in come cocce
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?	
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]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Diversity of providers]	Yes

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	Not selected
analyses of the following issues in your country? [Equity issues in ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Voc
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Yes Not selected
6.5.1. Give references and URL link(s).	
	Anuario Estadístico de Educación: http://educacion.mec.gub.uy/innovaportal/v/11078/5/me cweb/publicaciones?3colid=927&breadid=927Informe Final del PRIMER CENSO NACIONALDE INSTITUCIONES DE FORMACIÓN TÉCNICO PROFESIONAL: http://educacion.mec.gub.uy/innovaportal/file/11078/1/in forme_final_censo_mec_pdf_050912.pdf
6.6. Has your government introduced any	
significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	
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]	somewhat
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]	a lot
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]	a lot
7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	4
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	1
as well as physical health] 7.1.1. Explain your response here.	4
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	Net calcuted
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-	Not selected
reported health]	IVOL SCIECCEU
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Maternal	Not selected
health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Mental	Not selected
health and well-being (such as self-efficacy)]	INOU SCIECCEU
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	Not selected
consequences]	TVOC SCIENCE
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	
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Sexual and	Not selected
reproductive health 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	1101001000
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
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]	4 = very important
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]	4 = very important
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	4 = very important
Caming and Japasiti	

following are as factors influencing the effectiveness of ALE for health and well-being: Lack of access to information on ALE organimes 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: 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: Community resistance 7.3. For your country, indicate how important the following as a factors influencing the effectiveness of ALE for health and well-being: Community resistance 7.3. For your country, indicate how important the following as a factors influencing the effectiveness of ALE for health and well-being: Community resistance 7.3. For your country, indicate how important the following issues? Possible resistance 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?		
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 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? 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promotting personal health and well-being? [Name of coordinating body:] [Sierley describe its mandate and activities:] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.2. To what extent are the following dimensions important to ALE policy in your country? [Non- even manufaction and in the effective properties of the properties o	7.3. For your country, indicate how important the	
Lack of access to information on ALE or programmes and access to information on ALE or programmes 1,73, For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] 1,73, For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] 1,74, How far do different stakeholders (public education agencies, public health agencies, NgOs, private provides, etc.) collaborate in the design and delivery of ALE programmes in your country? 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? [Name of coordinating body] [Briefly describe its mandate and activities] 18.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.2. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.2. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.2. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.2. Do you have evidence to show that ALE has a pos	_	
programmes 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:		
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: [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? 7.5. Does your country have an interdepartmental or cross-sectoral 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? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 8.1.1. Give sources for checked options. Possible impact on the following issues? [Diversity tolerance] 8.1.1. Give sources for checked options.	-	A = very important
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positive impact on the following issues? [Diversity tolerance] 8.1.1. Give sources for checked options. Estudios de Evaluació de impacto en determinados programas han demostrado que existe un efecto positivo sobre la reintegración al sistema educativo y/o el mercado de trabajo. Estos trabajos no se encuentran disponbles al público en general. 8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals (such as personal development, quality of life, well-		
tolerance] 8.1.1. Give sources for checked options. Estudios de Evaluació de impacto en determinados programas han demostrado que existe un efecto positivo sobre la reintegración al sistema educativo y/o el mercado de trabajo. Estos trabajos no se encuentran disponbles al público en general. 8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals (such as personal development, quality of life, well-	The state of the s	
8.1.1. Give sources for checked options. Estudios de Evaluació de impacto en determinados programas han demostrado que existe un efecto positivo sobre la reintegración al sistema educativo y/o el mercado de trabajo. Estos trabajos no se encuentran disponbles al público en general. 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-		Not selected
programas han demostrado que existe un efecto positivo sobre la reintegración al sistema educativo y/o el mercado de trabajo. Estos trabajos no se encuentran disponbles al público en general. 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-		Estudios de Evaluació de impacto en determinados
sobre la reintegración al sistema educativo y/o el mercado de trabajo. Estos trabajos no se encuentran disponbles al público en general. 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-		· ·
de trabajo. Estos trabajos no se encuentran disponbles al público en general. 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-		
público en general. 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-		
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-		
important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-	8.2. To what extent are the following dimensions	passes on gonorali
economic outcomes and benefits for individuals (such as personal development, quality of life, well-	_	
(such as personal development, quality of life, well-		
Demp and Social and Cultural DaniciDation)	being and social and cultural participation)]	
to a large extent	and some state of the 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)]	
communicies, 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]	
, , , , , , , , , , , , , , , , , , , ,	not at all
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,	to a small extent
literature, the arts and cultural heritagel 8.3. To what extent do literacy and basic skills	to a small extent
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	to a laws autout
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]	
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-	to a lorge outout
existencel	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	
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]	

8.4. To what extent do ALE programmes in general	
contribute to strengthening the following cultural	
and social resources in your country? [Increased	
access to education, literature, the arts and	
cultural heritage 8.4. To what extent do ALE programmes in general	
contribute to strengthening the following cultural	
and social resources in your country?	
[Environmental sustainability in local communities]	
[Environmental sastamasmy in local communities]	
8.4. To what extent do ALE programmes in general	
contribute to strengthening the following cultural	
and social resources in your country? [Active	
citizenship and political and community	
participation1	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? [Community	
solidarity and social justice]	to a large extent
O.A. Ta what autout de ALE magnetic de main	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? [Democratic	
values and peaceful co-existence]	
8.4. To what extent do ALE programmes in general	
contribute to strengthening the following cultural	
and social resources in your country? [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? [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.	somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a manufact
[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?	
[Cultural rituals and traditional knowledge	not at all
svstems 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[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?	
[Ecology and the environment]	somewhat

8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	somewhat
[Sports]	Somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	aamawhat
[Dance and theatre]	somewhat
Groups that are the hardest to reach with ALE	Nist solvetod
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]	Not selected
(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	
rengious minority groups and margenous 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]	
[reopie living with chronic limesses of disabilities]	Not selected
(a) the hardest to reach with ALE programmes	1100 0010000
(a) the hardest to reach with ALE programmes	Not selected
[Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes	Personas de menores ingresos
[Other]	reisonas de menores ingresos
Groups where ALE programmes have had some	Not selected
success [Refugees]	Not selected
(b) groups where ALE programmes have had some	
success [Those with no valid residency documents	Neteclested
(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]	Not selected
(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	
_	Not selected
disabilities] (b) groups where ALE programmes have had some	
(b) groups where ALE programmes have had some	
success [Senior citizens (as defined in your	Not selected
country)]	1.01.00.000
(b) groups where ALE programmes have had some	Personas de menores ingresos
success [Other]	1 Gradina de menorea mareada

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,	Not selected
etc.)]	IVOL SCIECTED
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	Not selected
following? [Innovative capacity] 9.1. Do you have evidence to show that in your	1100 00100100
country, ALE has a positive impact on the	Not selected
following? [Adaptability to change] 9.1. Do you have evidence to show that in your	1.00.00.000
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)]	Yes
9.1.1. Provide sources for the selected options.	
o.i.i. Trovide doubted for the delected options.	Pruohas de avaluación del programa de los Contras
	Pruebas de evaluación del programa de los Centros
	Educativos de Capacitación y Producción del MEC (CECAP),
	las mismas no han sido publicadas para el público general.
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employability	
(entry into labour market, remaining in	D 11
employment)]	Both
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,	No evidence
achievement)]	ino evidence
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Career	No evidence
prospects]	INO EVIDENCE
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employee	No evidence
salary levels] 9.2. Do you have evidence for the impact of ALE	THE CHILDREN
on the following individual issues? [Job satisfaction, motivation and commitment to work]	
Satisfaction, motivation and communent to work	No evidence
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]	
- Colonization of quantitudion	Both
9.2.1. Provide sources for the selected options.	Anuario Estadísco de Educación 2013:
	http://educacion.mec.gub.uy/innovaportal/file/927/1/anu
	ario_2013.pdf
0.2 How strongly do ALE policy make a page in	uno_2010.pui
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	
skills1 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]	
DUGIO GITIIO	

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]	
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]	
platanood protocolonal oddoddonj	
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?	No
9.4.1. Give details and provide references and	
URL links if possible.	