GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Monitoring survey results for Ecuador

UNESCO Region	Latin America and the Caribbean
1.1. Does your country have an official	Yes
definition of ALE?	
1.1.1. Enter the official definition of ALE here:	Art. 50 de la Ley Orgánica de Educación Intercultural, indica " La educación para jóvenes y adultos con escolaridad inconclusa es un servicio educativo para quienes no hayan podido acceder a la educación escolarizada obligatoria en la edad correspondiente. Este tipo de educación mantiene el enfoque curricular y los ejes que atraviesa el currículo de los niveles descritos, con las características propias de la etapa adulta, privilegiando los intereses y objetivos de ésta".
1.2. Has the official definition of ALE changed since 2009?	Yes, a lot
1.2.1. What were the reasons for this	La aplicación de la nueva Legislación Educativa. Políticas de Estado como el Buen Vivir o Sumak Kawsay.
1.3. Are literacy and basic skills a top priority for ALE programmes in your	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	El Art. 347 de la Constitución de la República del Ecuador, establece en el numeral 7, la erradicación del analfabetismo puro, funcional y digital, y apoyar los procesos de Postalfabetización y educación permanente para personas adultas, y la superación del rezago educativo. El Art. 50 de la Ley Orgánica de Educación Intercultural, en el tercer párrafo, señala que se definirán poOlíticas, programas y recursos dirigidas a las mujeres que no han tenido acceso a loa educación o tienen rezago educativo, a fin de asegurar y promover la igualdad real entre hombres y mujeres.El Plan Decenal de Educación: 2006-2015 en el Objetivo 4, determina la erradicación del analfabetismo y fortalecimiento de la educación contínua para adultos.Prueba de ello son las ofertas educativas implementadas en el Sistema Educativo Nacional.Proyecto de Educación Básica para Jóvenes y Adultos. EBJA.Programa de Educación Básica Superior FlexiblePrograma de Bachillerato Intensivo.Dictamen de prioridad emitido por SENPLADES-SGPBV- 2013-1089-0F, el 11 de septiembre de 2013
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	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 addresses learning processes and	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 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	agree
and adult education are the same thing.] 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
training are not integrated.1 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 disagree
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	tend to agree

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1.4. Would your country's ALE	tend to disagree
stakeholders agree or disagree with the following statements? We are not asking	
for your personal views. [ALE policy	
identifies non-formal and informal	
1.5. Has your country formulated a	Yes
CONFINTEA VI action plan following the	
1.5.1. What areas does it cover? [Adult	Yes
literacy]	Vee
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? 1.5.1. What areas does it cover?	Not selected Yes
1.5.1. What areas does it cover?	Yes
[Participation]	165
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	has made significant progress on ALE policy?
2009 your country	
2.1.1. Provide the most significant	
indicator of this regression here.	
2.1.1. Provide the most significant	388.873 Personas Alfabetizadas desde el 2011 hasta 201425.610 Personas inscritas en el programa de Básica
indicator of this progress here. 2.2. Which target groups of (potential)	Superior Flexible y Bachillerato Intensivo 2015. Not selected
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Individuals seeking personal	
growth and widening of knowledge	
2.2. Which target groups of (potential)	Yes
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Individuals seeking to update	
work-relevant knowledge and skills 2.2. Which target groups of (potential)	Not selected
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	Neterleated
2.2. Which target groups of (potential) learners are especially important in ALE	Not selected
policies in your country? Check up to five	
groups. [Individuals seeking recognition	
for prior learning (especially non-formally	
and informally acquired)]	
2.2. Which target groups of (potential)	Not selected
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)]	
2.2. Which target groups of (potential)	Yes
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Adults with low-level literacy or	
basic skills] 2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Workers in low-skill, low-wage or	
precarious positions]	
2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Long-term unemployed people] 2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Adults living with disabilities]	
2.2. Which target groups of (potential)	Yes
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Residents of rural or sparsely populated areas]	
2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Parents and families]	

2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Lone or single parents]	
2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE policies in your country? Check up to five	
groups. [Senior citizens/retired people	
(third-age education)]	
2.2. Which target groups of (potential)	Yes
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Young persons not in education,	
employment or training]	
2.2. Which target groups of (potential)	Not selected
learners are especially important in ALE	
policies in your country? Check up to five groups. [Migrants and refugees from	
other countries]	
2.2. Which target groups of (potential)	Yes
learners are especially important in ALE	
policies in your country? Check up to five	
groups. [Minority ethnic, linguistic or	
religious minorities and indigenous	
2.3. Does your country have a policy	Yes, a policy framework was developed after 2009
framework to recognize, validate and	
accredit non-formal and informal 2.4. Since 2009, has your country	Yes
enacted any important new policies with	
respect to ALE?	
2.4.1. Provide the name of the policy,	"Expedir la NORMATIVA DE EDUCACIÓN PARA PERSONAS CON ESCOLARIDAD INCONCLUSA 2014"
the year of adoption and if possible a	http://educacion.gob.ec/wp-content/uploads/downloads/2014/08/ACUERDO-MINEDUC-ME-2014-00034-
link to the document.	A.pdf"MALLAS CURRICULARES PARA LOS NIVELES DE EDUCACIÓN GENERAL BÁSICA Y BACHILLERATO PARA
	PERSONAS CON ESCOLARIDAD INCONCLUSA (PCEI)" 2015 http://educacion.gob.ec/wp-
	content/uploads/downloads/2014/12/MINEDUC-ME-2014-00065-A-Mallas-de-Esc-Inconclusa.pdf
2.1. Which of these statements apply to	
3.1. Which of these statements apply to your country? Since 2009, the	agree
governance of ALE has [increased	
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your country? Since 2009, the governance of ALE has [developed more effective monitoring and 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [introduced better coordination arrangements] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [become more 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [become more 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] 3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies? 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 3.3.1. Give details here. Provide sources and hyperlinks (IRLs) if possible. 4.1. What percentage of public education spending currently goes to 4.2. Between 2009 and 2014, public	tend to agree tend to agree tend to disagree tend to disagree agree Yes A través de la participación de los actores sociales, representantes de las Instituciones Educativas que ofertan educación para personas con escolaridad inconclusa, se ha logrado construir las políticas que emmarcan este servicio educativo dirigido a un gran colectivo de personas. Se han realizado talleres dependiendo de las ofertas educativas". No

4.3. Does the government plan to	Plans to increase
increase or decrease spending on ALE? 4.4. Has your government introduced	Yes
any significant innovation in ALE	
financing since 2009 that could be of	
interest to other countries?	
4.4.1. Give details and provide references where appropriate and URL link if possible.	El Ministerio de Educación del Ecuador en su Plan Decenal de Educación, aprobado mediante consulta popular el 26 de noviembre de 2006, estableció como una de sus principales políticas la erradicación del analfabetismo y el fortalecimiento de la educación continua para adultos, una de las estrategias implementadas es la creación del Proyecto de Educación Básica para Jóvenes y Adultos EBIA, que ha venido ejecutándose desde el año 2011 en el
	proceso de enseñanza - aprendizaje de alfabetización dirigido a personas mayores de 15 años con rezago educativo y conforme al dictamen de prioridad emitido por SENPLADES-SGPBV-2013-1089-0F de fecha 11 de septiembre de 2013, se da continuidad al componente de post alfabetización con el objeto de dar atención a personas de 15 años en adelante. Este proyecto de inversión ha beneficiado a 394.860 personas alfabetizadas período 2011- 2014.Por otra parte en el año 2015 se implementó dos ofertas educativas con recursos del estado como son: Educación Básica Superior Flexible y el Bachillerato Intensivo dirigido a jóvenes que por diferentes razones no culminaron sus estudios.Enlace: http://www.oei.es/quipu/ecuador/Plan_Decenal.pdf
5.1. Since 2009 and for the adult	Increased
population overall, the participation rate	
5.1.1. Insert the overall ALE participation	0.42%
rate (%) for the most recent year	
available [Participation rate (%)]	
5.1.1. Insert the overall ALE participation	2014
rate (%) for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation	15 años en adelante
rate (%) for the most recent year	
available [Reference age group]	
	Jóvenes y adultos con escolaridad inconclusa
rate (%) for the most recent year	
available [Definition of 'participation']	
5.1.1. Insert the overall ALE participation	http://educacion.gob.ec/wp-content/uploads/downloads/2015/02/informe-ejecutivo.pdf
rate (%) for the most recent year	
available [Data source with URL]	
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 participate more
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 participate more
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 5.3. For each of the following groups,	increased
how has ALE participation since 2009	Increased
changed? [Migrants and refugees from	
5.3. For each of the following groups,	do not know
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,	increased
how has ALE participation since 2009 changed? [Adults with low-level literacy	
5.3. For each of the following groups,	increased
how has ALE participation since 2009	
changed? [Minority ethnic, linguistic and	
religious minorities and indigenous	
5.3. For each of the following groups,	increased
how has ALE participation since 2009	
changed? [Senior citizens/the retired	
(Third Age Education)]	
(Third Age Education)] 5.3. For each of the following groups,	do not know
(Third Age Education)]	do not know

E.O. Far each of the following groups	na chanda
5.3. For each of the following groups,	no change
how has ALE participation since 2009	
changed? [Adults living with disability]	demonst d
5.3. For each of the following groups,	decreased
how has ALE participation since 2009	
changed? [Young persons not in	
education, employment and training	
5.3. For each of the following groups,	no change
how has ALE participation since 2009	
changed?[Residents of rural and remote	
areas]	degraphed
5.3. For each of the following groups,	decreased
how has ALE participation since 2009	
changed? [Workers in low-skill, low-wage	
and precarious employment] 5.4. Has your government introduced	Yes
any significant innovation in ALE to	
improve access and participation since	
2009 that could be of interest to other 5.4.1. Give details. Provide sources and	Los programas de Educación General Básica Superior Flexible y Bachillerato Intensivo, dirigido a grupos de edad
URL link if possible. Also include	específicos.La educación extraordinaria mantiene los mismos niveles educativos que la ordinaria. Además la
references to recent surveys or major	fortaleza de nuestro subsistema es la aplicación de modalidades educativas.
studies of ALE participation in your country published since 2009.	
6.1. Does your country systematically	Yes
collect information about the following	
ALE outcomes? [Completion rates]	
6.1. Does your country systematically	Yes
collect information about the following	
ALE outcomes? [Certificates or	
qualifications issued]	
6.1. Does your country systematically	Yes
collect information about the following	
ALE outcomes? [Employment outcomes	
(or labour market outcomes)]	
6.1. Does your country systematically	Yes
collect information about the following	
ALE outcomes? [Social outcomes in the	
areas of health and well-being,	
6.1. Does your country systematically	Not selected
collect information about the following	
collect information about the following ALE outcomes? [None of these – this	
collect information about the following ALE outcomes? [None of these – this information is not systematically	
collect information about the following ALE outcomes? [None of these – this information is not systematically 6.1. Does your country systematically	
collect information about the following ALE outcomes? [None of these – this information is not systematically 6.1. Does your country systematically collect information about the following	
collect information about the following ALE outcomes? [None of these – this information is not systematically 6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	Νο
collect information about the following ALE outcomes? [None of these – this information is not systematically 6.1. Does your country systematically collect information about the following ALE outcomes? [Other] 6.2. Are there initial, pre-service	No
collect information about the following ALE outcomes? [None of these – this information is not systematically 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	No
collect information about the following ALE outcomes? [None of these – this information is not systematically 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?	
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collect information about the following ALE outcomes? [None of these – this information is not systematically 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE	Yes, in some cases
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collect information about the following ALE outcomes? [None of these – this information is not systematically 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in	Yes, in some cases
collect information about the following ALE outcomes? [None of these – this information is not systematically 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in 6.5. Since 2009, have there been any	Yes, in some cases
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collect information about the following ALE outcomes? [None of these – this information is not systematically 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning 6.5. Since 2009, have there been any	Yes, in some cases
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6.5.1. Give references and URL link(s).	http://educacion.gob.ec/alfabetizacion/
6.6. Has your government introduced	Yes
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.	Ecuador, a través del Ministerio de Educación en los últimos años, ha venido trabajando en propuestas educativas, relevantes, para cumplir con lo que demanda la Constitución de la República del Ecuador, La Ley y Reglamento de Educación, Leyes conexas, Acuerdos Ministeriales y Convenios Internacionales en el marco de la educación extraordinaria para personas con escolaridad inconclusa. El eje de acción central de la Dirección Nacional de Educación para Personas con Escolaridad Inconclusa, es la elaboración de una propuesta educativa en el marco del Plan Nacional del Buen Vivir (), y que plasme las directrices del Plan Decenal, en su política N° 4.Entre las atribuciones y responsabilidades de la Dirección Nacional, está desarrollar la propuesta organizativa y curricular que responda a los intereses, necesidades y demandas de la población joven y adulta que por diversas razones no tuvo acceso al sistema educativo o no culminó su educación básica, "para los adolescentes y adultos jóvenes que salen de la escuela sin haber adquirido competencias básicas de aprendizaje, la formación profesional puede ofrecer más oportunidades a los jóvenes marginados que desertaron la escuela, comprendida la posibilidad de reincorporarse al sistema educativo"En este contexto, partiendo de que la educación de jóvenes y adultos con escolaridad inconclusa son aquellos de 15 años en adelante que no han terminado la Educación General Básica y el Bachillerato o han permanecido fuera de la educación (MinEduc) cuenta con las siguientes ofertas educativa en modalidad presencial que restituyen los derechos y contribuyen a superior Intensiva (8°, 9°, 10° EGB) y Bachillerato Intensivo (1°, 2° y 3° de BGU) son estrategias de inclusión educativa en modalidad presencial que restituyen los derechos y contribuyen a superar la exclusión social de los jóvenes ente 15 y 24 años que no han logrado concluir sus estudios en los tiempos previstos, mediante procesos educativos de calidad y en periodos flexibles. La Básica Superior Intensiva cuenta con 26.802
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and	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	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 well-being]	3
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	2
7.1.1. Explain your response here.	Los programas de alfabetización y postalfabetización, cuentan con la colaboración de los centros de salud para brindar charlas sobre las enfermedades que se producen con frecuencia en el sector, las formas de contagio y prevención.
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	Not selected
in your country, ALE has a positive	
impact on: [Preventing, but also living with, HIV/AIDS and its social	
7.2. Do you have evidence to show that	Not selected
in your country, ALE has a positive	
impact on: [Prevention and control of	
other infectious diseases, including epidemics (such as SARS, cholera,	
7.2. Do you have evidence to show that	Yes
in your country, ALE has a positive	
impact on: [Sexual and reproductive	N
7.2. Do you have evidence to show that in your country, ALE has a positive	Not selected
impact on: [Preventing, but also living	
with, chronic illnesses (such as diabetes,	
heart disease, Alzheimer's)]	
7.2. Do you have evidence to show that	Yes
in your country, ALE has a positive impact on: [Healthy lifestyles (such as	
diet, exercise, stress reduction)]	
7.2. Do you have evidence to show that	Yes
in your country, ALE has a positive	
impact on: [Making the local environment more healthy (e.g. through	
7.2. Do you have evidence to show that	Not selected
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] 7.2. Do you have evidence to show that	Not selected
in your country, ALE has a positive	
impact on: [No evidence at all for any	
7.2.1. Please provide your sources.	http://educacion.gob.ec/unidad-de-apoyo-a-la-inclusion-udai/
7.3. For your country, indicate how important the following are as factors	3
influencing the effectiveness of ALE for	
health and well-being: [Illiteracy]	
7.3. For your country, indicate how	4 = very important
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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?		
in general contribute to strengthening the following cultural and social resources in your country?		
the following cultural and social resources in your country?	· · · · -	
resources in your country?		
[Multilingualism and cultural diversity]	_	
	[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	
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	
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	
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]	
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	not at all
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	a lot
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	
8.6. To what extent do your country's	not at all
ALE programmes include provisions for	
the development of the following cultural	
resources? [Arts and crafts]	
8.6. To what extent do your country's	somewhat
ALE programmes include provisions for	
the development of the following cultural	
resources? [Cultural rituals and	
traditional knowledge systems]	
8.6. To what extent do your country's	somewhat
ALE programmes include provisions for	
the development of the following cultural	
resources? [Spirituality]	
8.6. To what extent do your country's	not at all
ALE programmes include provisions for	
the development of the following cultural	
resources? [Ecology and the	
8.6. To what extent do your country's	not at all
ALE programmes include provisions for	
the development of the following cultural	
resources? [Sports]	not at all
resources? [Sports] 8.6. To what extent do your country's	not at all
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for	not at all
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural	not at all
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach	not at all Not selected
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees]	Not selected
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees] (a) the hardest to reach with ALE	
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees] (a) the hardest to reach with ALE programmes [Those with no valid	Not selected
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees] (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Not selected
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees] (a) the hardest to reach with ALE programmes [Those with no valid	Not selected Not selected
resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees] (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)] (a) the hardest to reach with ALE	Not selected Not selected
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resources? [Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] Groups that are the hardest to reach with ALE programmes? [Refugees] (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)] (a) the hardest to reach with ALE programmes [Residents of rural or (a) the hardest to reach with ALE	Not selected Not selected Not selected

(a) the hardest to reach with ALE	Not selected
programmes [Members of cultural,	
ethnic, linguistic and religious minority	
groups and indigenous peoples] (a) the hardest to reach with ALE	Not selected
programmes [Migrants (not refugees)	
(a) the hardest to reach with ALE	Yes
programmes [People living with chronic	
illnesses or disabilities]	
(a) the hardest to reach with ALE	Not selected
programmes [Senior citizens (as defined	
(a) the hardest to reach with ALE	Jóvenes entre las edades de 15 a 24 años, quienes dan prioridad a aspectos laborantes antes que al estudio
programmes [Other]	Net colorted
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have	Not selected
had some success [Those with no valid	
residency documents (sans-papiers)]	
(b) groups where ALE programmes have	Yes
had some success [Residents of rural or	
remote areas]	
(b) groups where ALE programmes have	Not selected
had some success [Residents of	
institutions (prisons, hospitals, etc.)] (b) groups where ALE programmes have	Yes
had some success [Members of cultural,	
ethnic, linguistic and religious minority	
groups and indigenous peoples]	
(b) groups where ALE programmes have	Not selected
had some success [Migrants (not	
refugees) and their families]	
(b) groups where ALE programmes have	Not selected
had some success [People living with	
chronic illnesses or disabilities]	Net colorted
(b) groups where ALE programmes have had some success [Senior citizens (as	Not selected
defined in your country)]	
(b) groups where ALE programmes have	
had some success [Other]	
9.1. Do you have evidence to show that	Not selected
in your country, ALE has a positive	
impact on the following?	
[Company/organization success (in	
terms of profitability, efficiency, quality 9.1. Do you have evidence to show that	Not selected
in your country, ALE has a positive	
impact on the following? [Innovative	
9.1. Do you have evidence to show that	Not selected
in your country, ALE has a positive	
impact on the following? [Adaptability to	
9.1. Do you have evidence to show that	Yes
in your country, ALE has a positive	
impact on the following? [Inclusiveness	
in respect of disadvantaged groups (e.g. disabled, older workers)]	
9.1.1. Provide sources for the selected	http://educacion.gob.ec/bachillerato/
options.	
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,	
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 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 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace 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 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-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-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

Modest
Modest
Do not know
Do not know
Strong
Strong
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Modest
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Strong
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/es

9.4.1. Give details and provide http://www.ecuadorencifras.gob.ec/wp-content/descargas/Presentaciones/estadisticas_adulto_mayor.pdf references and URL links if possible.