

# 3<sup>rd</sup> 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 definition of ALE?	Yes
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 country?	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 políticas, programas y recursos dirigidas a las mujeres que no han tenido acceso a la 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 continua 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 Flexible Programa de Bachillerato Intensivo. Dictamen de prioridad emitido por SENPLADES-SGPBV-2013-1089-OF, 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 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 and adult education are the same thing.]	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 not integrated.]	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. [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

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	tend to disagree
1.5. Has your country formulated a CONFINTEA VI action plan following the	Yes
1.5.1. What areas does it cover? [Adult literacy]	Yes
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover?	Not selected
1.5.1. What areas does it cover?	Yes
1.5.1. What areas does it cover? [Participation]	Yes
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.	388.873 Personas Alfabetizadas desde el 2011 hasta 201425.610 Personas inscritas en el programa de Básica Superior Flexible y Bachillerato Intensivo 2015.
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	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]	Yes
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	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)]	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 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]	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]	Yes
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal	Yes, a policy framework was developed after 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	“Expedir la NORMATIVA DE EDUCACIÓN PARA PERSONAS CON ESCOLARIDAD INCONCLUSA 2014” <a href="http://educacion.gob.ec/wp-content/uploads/downloads/2014/08/ACUERDO-MINEDUC-ME-2014-00034-A.pdf">http://educacion.gob.ec/wp-content/uploads/downloads/2014/08/ACUERDO-MINEDUC-ME-2014-00034-A.pdf</a> “MALLAS CURRICULARES PARA LOS NIVELES DE EDUCACIÓN GENERAL BÁSICA Y BACHILLERATO PARA PERSONAS CON ESCOLARIDAD INCONCLUSA (PCEI)” 2015 <a href="http://educacion.gob.ec/wp-content/uploads/downloads/2014/12/MINEDUC-ME-2014-00065-A-Mallas-de-Esc-Inconclusa.pdf">http://educacion.gob.ec/wp-content/uploads/downloads/2014/12/MINEDUC-ME-2014-00065-A-Mallas-de-Esc-Inconclusa.pdf</a>
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and	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	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]	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 ALE policy.	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 enmarcan este servicio educativo dirigido a un gran colectivo de personas. Se han realizado talleres dependiendo de las ofertas educativas”.
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other	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	0.5% – 0.9%
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country	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?	Yes
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 EBJA, 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-OF 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: <a href="http://www.oei.es/quipu/ecuador/Plan_Decenal.pdf">http://www.oei.es/quipu/ecuador/Plan_Decenal.pdf</a>
5.1. Since 2009 and for the adult population overall, the participation rate	Increased
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	0.42%
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]	15 años en adelante
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Jóvenes y adultos con escolaridad inconclusa
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	<a href="http://educacion.gob.ec/wp-content/uploads/downloads/2015/02/informe-ejecutivo.pdf">http://educacion.gob.ec/wp-content/uploads/downloads/2015/02/informe-ejecutivo.pdf</a>
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]	Women participate more
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]	Women participate more
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, how has ALE participation since 2009 changed? [Migrants and refugees from]	increased
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)]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	do not know

5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	decreased
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	decreased
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 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.	Yes
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]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being,	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically	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?	No
6.3. Are initial, pre-service qualifications a requirement to teach in ALE	Yes, in some cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in	No
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning	Yes
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	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of	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	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).	<a href="http://educacion.gob.ec/alfabetizacion/">http://educacion.gob.ec/alfabetizacion/</a>
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes
6.6.1. Give details and provide sources and URL links if possible.	<p>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 ofrecerles una segunda oportunidad. La experiencia de América Latina y los Estados Unidos muestra que la formación técnica y 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 escolarizada ordinaria por más de 3 años. Para atender a esta población el Ministerio de Educación (MinEduc) cuenta con las siguientes ofertas educativas: Educación Básica 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 entre 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 inscritos a nivel nacional; de los cuales 5.841 cursan sus estudios en la Sierra y 21.221 iniciaron en el mes de junio en la Costa. La meta al 2017 es que 86.802 personas se beneficien de esta modalidad. □ El Bachillerato Intensivo inició clases en el mes de julio y al momento cuenta con 10.085 jóvenes inscritos. Las ofertas extraordinarias de Educación Básica Superior (8°, 9°, 10° EGB) y Bachillerato (1°, 2° y 3° de BGU) están disponibles en modalidad semipresencial. Ambas inician al mismo tiempo que el año lectivo ordinario del ciclo costa y sierra. Mediante estas estrategias, el MinEduc iguala oportunidades y responde a la heterogeneidad de los estudiantes y a sus diversos contextos, con currículos, propuestas pedagógicas diversificadas y servicios educativos adecuados a las necesidades y particularidades de toda la población. Finalmente, la máxima autoridad educativa recordó que todas las modalidades expuestas son completamente gratuitas. <a href="http://educacion.gob.ec/siempre-es-momento-para-aprender/">http://educacion.gob.ec/siempre-es-momento-para-aprender/</a></p>
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?	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?	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 in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social	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.	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive	Yes
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)]	Yes
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	Yes
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	Not selected
7.2.1. Please provide your sources.	<a href="http://educacion.gob.ec/unidad-de-apoyo-a-la-inclusion-udai/">http://educacion.gob.ec/unidad-de-apoyo-a-la-inclusion-udai/</a>
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household	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	3
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]	2
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	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community	2
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	3
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? [Name of coordinating body:]	No
[Briefly describe its mandate and	

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	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.	<a href="http://www.educar.ec/servicios/regla_loei-1.html">http://www.educar.ec/servicios/regla_loei-1.html</a> <a href="http://educacion.gob.ec/ecuador-gana-premio-internacional-de-alfabetizacion-de-la-unesco/">http://educacion.gob.ec/ecuador-gana-premio-internacional-de-alfabetizacion-de-la-unesco/</a>
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	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 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? [Increased access to education.	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	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? [Active citizenship and political and community	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-	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]	
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 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]	not at all
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	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	not at all
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 systems]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [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? [Dance and theatre]	not at all
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]	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]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees)]	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]	Jóvenes entre las edades de 15 a 24 años, quienes dan prioridad a aspectos laborantes antes que al estudio
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]	Yes
(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)]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to]	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
9.1.1. Provide sources for the selected options.	<a href="http://educacion.gob.ec/bachillerato/">http://educacion.gob.ec/bachillerato/</a>
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]	Modest
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]	Modest
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] [Scale 2]	Do not know
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]	Do not know
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]	Strong
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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Modest
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]	Strong
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]	Strong
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]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Advanced professional education]	Do not know
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]	No effect
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]	Do not know
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	Yes

9.4.1. Give details and provide references and URL links if possible.

[http://www.ecuadorencifras.gob.ec/wp-content/descargas/Presentaciones/estadisticas\\_adulto\\_mayor.pdf](http://www.ecuadorencifras.gob.ec/wp-content/descargas/Presentaciones/estadisticas_adulto_mayor.pdf)