

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



## Monitoring survey results for India

UNESCO Region	South and West Asia
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	National Literacy Mission Authority (NLMA), Govt. of India has defined Functional Literacy as achieving self reliance in prescribed minimum norms of Reading, Writing, Arithmetic (Numeracy) in any language with understanding & comprehension; becoming aware of the causes of one's deprivation and moving towards amelioration of their condition through organisation and participation in the process of development; acquiring skills to improve the economic status and general well being and becoming aware & responsible citizenry (imbibing values of national integration, communal harmony, conservation of the environment, women's equality, and reproductive behaviour etc.)
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this	
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.	<ul style="list-style-type: none"> <li>Although the thrust of adult education in India has been on adult literacy, mainly due to the massive numbers of non literates, the emergence of knowledge economy, challenges of globalization, tremendous expansion of information communication technology and increasing lifespan of individuals call for a major shift in the adult education policy and programmes. In the present technology driven knowledge based competitive economy, even the basic ability to read and write with understanding is not enough; adults need to learn to manage information and knowledge in a critical and reasonable manner, learn to search, identify, evaluate, select, and use information and knowledge wherever they are available: print, mass media, or the Internet.</li> <li>In recent times, lifelong education has emerged as a significant strand of policy around the globe. Defined as "all learning activity undertaken throughout life-whether in formal, non formal and informal settings- with the aim of improving knowledge, skills and competence within personal, civic, social and for employment related perspective", it is based on the premise that learning can happen anywhere and anytime and by recognizing such learning, the nations can expand the provisions for learning beyond formal educational institutions. This may be possible not only by identifying the provisions of learning in non educational setups but also establishing links with them and also working out the mechanism for recognizing prior learning and accreditation.</li> <li>In the contemporary world, lifelong education is regarded as the determinant of a literate society. The pathways progresses from a literate environment created through the basic literacy programmes to a learning society which provides multiple avenues for meeting the learning needs of all sections of society. Lifelong Education is today essential for survival and for enhancing people's quality of life, as well as for national, human, social and economic development. If India has to compete globally and emerge as a developed nation, it has to improve the quality of its human resources through well defined lifelong education policies and programmes.</li> </ul>
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]	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. [ALE policy addresses learning processes and teacher-learner]	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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	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.]	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 action plan following the BFA?	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?	Yes
1.5.1. What areas does it cover? [Financing]	Yes
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
1.5.1. What areas does it cover? [Other]	Financial, Legal and Electoral Literacy components
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.	The NLMA has evolved a systematic mechanism for learners' assessment and certification. Systematic assessment and certification of the competency levels of adults is a unique innovation introduced for the first time in the history of literacy movement in India. Only an adult, who conforms to prescribed competency levels in reading, writing and numeracy, is certified as literate. Assessments are conducted through a system developed by the NLMA in consultation with National Institute of Open Schooling (NIOS). This partnership has been formalised through a MoU between NLMA and NIOS. After extensive painstaking consultations with the stakeholders a comprehensive summative assessment tool was developed by the NIOS. Bi-annual assessments are conducted every year on pre decided day (preferably Sunday) in the month of March & August. The State Literacy Mission Authorities (SLMAs), under whose aegis the assessment is conducted in respective States, select assessment centres in every Revenue Village (generally primary schools, Adult Education Centres etc.) and appoint centre superintendents, invigilators and observers for conducting the assessments. The learners' convenience is given the prime consideration as it facilitates their registrations and motivates them to participate in the programme within the vicinity in their respective Revenue Village. A learner can walk in the assessment center in his/her village at any time between 10 am to 5 pm on the day of the assessment and is given three hours' time to complete the assessment. Anyone wishing to appear in the examination can register even on the day of the examination. A unique role number is allotted to each candidate indicating inter-alia the district, state and the year of examination. Each learner is provided a Question-Answer Book prepared by NIOS. The candidates write the answer in the space provided in the QAB. Data is collected, compiled, computerised and result sheets are prepared by SLMAs and sent to NIOS. NIOS prepares the Grade Sheet-cum-Certificate for each learner participating in the assessment and issues it to each SLMA for onward distribution to the learners. The entire information state, learner-wise, is placed on NIOS portal www.nios.ac.in with free access to public without any password controls. Out of 62.09 million learners appeared in Bi annual assessment test conducted since August, 2010 to August, 2015, 36.57 million learners have been certified as literate and the result of 12.20 million learners appeared in the last assessment test conducted on 23rd August, 2015 is under compilation.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status: personal, health and family	Not selected

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

3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements ]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	agree
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 national level consultative meeting was held in May 2015 at New Delhi to review the performance and achievements made under Saakashar Bharat (Literate India), the national programme of Adult Education in India and suggest future strategies for Adult Education. The meeting was attended by various experts of Adult Education from across the country. The outcome of the consultative meeting is summarized as under: (i)The National Curriculum Framework for Adult Education for standardization of quality benchmarks should be put in place. Similarly, proper framework is required for assessment of Prior Learning.(ii)As teaching adults requires a specialized set of skills, the Open Distance Learning System imparted by Distance Education Universities may be used for the development of professional Adult Education functionaries. Strengthening the existing system of training and capacity building of field functionaries is also highly essential. (iii)A strong network of institutes viz SCERTs, DIETs, University's Department of Adult and Continuing Education etc. may be developed with each being delegated specific roles. Similarly, regional co-operation among SAARC countries specially India, Pakistan, Bangladesh can be established for promotion of Adult Education. (iv)Convergence with other similar government Programmes viz Mahila Samakhya may be explored. Centrality of Literacy could be seen as an essential component for success of current national initiatives viz. Swachh Bharat, Make in India, Skill Development, PMJDY etc. (v)Since ICT has emerged as an effective tool to improve the access and quality, the existing UDISE Data System in School Education could be extended also to cover Adult Education MIS. The ICT & other technologies are required to be used meaningfully/purposefully. The National Repository developed and maintained by NUEPA could also be utilized for sharing different Primers and Resource Materials developed from time to time under the Programme.(vi)The earlier system of Pre-Appraisal of a District before sanctioning Programme may be restored. Adequate budget provisions, including justified allocation for skill development Programme, are must for successful implementation of the Adult Education Programme. (vii)The Adult Education Centers could be made more functional and attractive by showing Hindi and other popular songs with Same Language Subtitling (SLS) through TV, mobile phones and other ICT devices. (viii)The E-primers developed and used in Camp-based approach of imparting basic literacy, could be replicated at more places as a means of effective, speedy and quality learning. The Primers may be occupation-centric.(ix)The concept of Literacy Audit may be introduced for assessing the capacity of neo-literates to fill-in various forms viz. Bank Account opening form, Railway Reservation form etc.(x)As research is important to Total Quality Management, appropriate research studies in different aspects of adult education need to be carried out. The need to Right to Adult Education on the lines of RTE for children may be explored.
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?	Yes
3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	National level basic literacy assessment and certification system by National literacy Mission Authority, Govt. of India in collaboration with National Institute of Open Schooling. The significant hyperlink of various necessary details and statistical data is as under: <a href="http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx">http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx</a>
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	stayed about the same
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to stay about the same
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.	<p>Saakshar Bharat Programme has provision for setting up of Adult Education Centres (AECs) at Revenue Village level to provide institutional, managerial and resource support to literacy and life-long education at grass-root level. These AECs are the operational arm of the programme for delivering the entire range of activities including literacy, basic education, vocational education and continuing education within their territorial jurisdiction. Under the programme, budget allocations are made to provide infrastructure at these AECs to make them functional.</p> <p><input type="checkbox"/> In order to attract learners and to support active Revenue Villages, concept of Model AECs has been introduced by up-gradation of existing AECs as Model AECs through provision of additional infrastructure such as Computers, PA System, LCD Projector etc. in such AECs. Since, Saakshar Bharat programme does not have provision for such additional infrastructure, NLMA have signed MOUs with Public Sector Enterprises such as Container Corporation of India (CONCOR), Power Finance Corporation (PFC) and Rural Electrification Corporation (REC) under which these PSEs have provided financial assistance to various State Literacy Mission Authorities under their Corporate Social Responsibility (CSR) initiative for up-gradation of AECs as Model AECs. These PSEs have so far provided a total financial assistance of Rs. 2275 lakhs to SLMAs for setting up around 1000 Model AECs. Around 900 AECs have been upgraded with ICT &amp; other devices as Model AECs with the financial support of PSEs under CSR.</p>
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 (%)]	4.12
5.1.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2014-15
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	15+
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Adult Learners appeared in assessment tests conducted during 2014-15.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	<a href="http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx">http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx</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]	
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 education]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	

5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	increased
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 or major studies of ALE participation in your country published since 2009.	# Coverage of Districts : 397# AECs set up : 1,54,385# Volunteer Teachers Mobilized : 29,77,665# Basic Literacy Primers (in 13 languages & 26 dialects) printed & distributed (crore)
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Not selected
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)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these - this information is not systematically available]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in all cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, with sufficient capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	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 and methods]	Yes
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]	Yes
6.5. Since 2009, have there been any substantial 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]	Yes
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).	# Details of learners certified is available on <a href="http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx">http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx</a> # Third Party Evaluation of the various parameters of the scheme and institutions implementing the programme by Indian Institute of Management, Lucknow, Bangalore and Shillong, the prime management institutes in India.

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.	# A series of booklets on prime issues of Legal Literacy focusing rights and entitlements of women and girl child have been published as an IEC material for ALE.# Similar IEC materials have also been published on Financial and Electoral Literacy.
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	do not know
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	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]	do not know
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	
7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as	
7.1.1. Explain your response here.	Not Applicable
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Not selected
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]	Not selected
7.2.1. Please provide your sources.	

7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	Not much, but to an increasing extent
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? [Name of coordinating body:] [Briefly describe its mandate and activities:]	No
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]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Yes
8.1.1. Give sources for checked options.	Increased voting percentage in National, State and Local Self-Government elections.
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent



8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a 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, literature, the arts and	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? [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]	to a large extent
8.3.1. Please specify	In addition to giving emphasis on achieving desirable competencies in literacy skills in 3Rs, the very objective of Functional Literacy is to imbibe values of national integration, conservation of environment, women's equality and small family norms etc.
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
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	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? [Environmental sustainability in local communities]	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? [Active citizenship and political and community participation]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [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.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	a lot
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]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	a lot
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]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	a lot
Groups that are the hardest to reach with ALE programmes? [Refugees]	Not selected
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Not selected
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	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) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Yes
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Yes
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Yes
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Not selected
(b) groups where ALE programmes have had some success [Other]	

9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Not selected
9.1.1. Provide sources for the selected 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)]	Women
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Women
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Women
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	Women
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	Women
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]	Women
9.2.1. Provide sources for the selected options.	Under vocational training component of Saakshar Bharat Programme, 80% beneficiaries completing the vocational training courses are women. Most of whom are able to enhance their livelihood prospects/income.
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]	Strong
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]	Modest
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]	Modest
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]	Modest
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]	Modest
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]	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 learning]	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]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour	No
9.4.1. Give details and provide references and URL links if possible.	