## Monitoring survey results for Malta

| UNESCO Region | North America and Western Europe |
|---|---|
| 1.1. Does your country have an official definition of ALE? | No |
| 1.1.1. Enter the official definition of ALE here: | |
| 1.2. Has the official definition of ALE changed since 2009? | No |
| 1.2.1. What were the reasons for this change? | |
| 1.3. Are literacy and basic skills a top priority for ALE programmes in your country? | Yes |
| 1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills. | The Malta National Lifelong Learning Strategy 2020 published in 2014 affirms that "The eight key competences proposed by the European Council and the European Parliament European Reference Framework for Knowledge, skills and attitudes represents a constant point of reference for the Lifelong Learning strategies and indicative programmes" (p.15). The document A National Literacy Strategy for all in Malta and Gozo also establishes a number of objectives for adult literacy and basic skills (p.13).  The aims are mainly focused upon:1. professional development of adult educators of Maltese and English2. the production of educational tools for the teaching of literacy to adults3. an accreditation system for adult basic skills courses4. increasing family literacy programmes5. developing adult literacy programmes in the community6. providing adult literacy particularly for unemployed and low-skilled workers7. providing basic skills and literacy to prison inmates8. providing specialised basic skills and literacy programmes to adults with learning difficulties or disabilities9. promoting basic skills and literacy programmes on the workplace. |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are are seen part of an integrated whole.] | 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 teacher-learner relations.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.] | 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.] | 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 and continuing vocational education and training are not integrated.] | 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. [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 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? | No |
| 1.5.1. What areas does it cover? [Adult literacy] | Not selected |
| 1.5.1. What areas does it cover? [Policy] | Not selected |
| 1.5.1. What areas does it cover? [Governance] | Not selected |
| 1.5.1. What areas does it cover? [Financing] | Not selected |
| 1.5.1. What areas does it cover? [Participation] | Not selected |
| 1.5.1. What areas does it cover? [Quality] | Not selected |
| 1.5.1. What areas does it cover? [Other] | |
| 2.1. Overall, would you say that since 2009 your country … | has made significant progress on ALE policy? |
| 2.1.1. Provide the most significant indicator of this regression here. | |
| 2.1.1. Provide the most significant indicator of this progress here. | In 2014 a Malta National Lifelong Learning Strategy 2020 was published. A task force to lead the implementation of the strategy was set up. The task force has set up three working groups that are at present doing their first exploratory meetings to take stock of the myriad of adult learning opportunities existing in Malta. |
| 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] | Yes |

| | |
|---|---|
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking 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 challenges)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)] | Yes |
| 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] | Not selected |
| 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] | Yes |
| 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] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and 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] | Not selected |
| 2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning? | Yes, a policy framework 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. | Malta National Lifelong Learning Strategy 2020, Ministry for Education and Employment, 2014.A National Literacy Strategy for all in Malta and Gozo, Ministry for Education and Employment, 2014.Both can be accessed from: http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx |
| 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 ] | tend to agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has … [become more decentralized ] | tend to 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] | tend to agree |
| 3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies? | Yes |

| | |
|---|---|
| 3.2.1. Describe how the government consults on ALE policy. | When the Malta National Lifelong Learning Strategy was published in late 2014 the Ministry asked for response from the general public and from civil society organisations.  In 2015 a task force was set up which organised three working groups.  The aim of these three working groups is specifically to involve relevant stakeholders in the discussion around the development and implementation of the strategy. |
| 3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries? | No |
| 3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible. | |
| 4.1. What percentage of public education spending currently goes to ALE? | 2% – 3.9% |
| 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? | No |
| 4.4.1. Give details and provide references where appropriate and URL link if possible. | |
| 5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has… | Increased |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)] | 7.1 |
| 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] | 25-64 |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation'] | refers to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the survey. |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL] | http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tsdsc440&plugin=1 |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall] | Men participate more |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education] | 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)] | Men participate more |

| | |
|---|---|
| 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] | Men participate more |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries] | 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)] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills] | decreased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed] | decreased |
| 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] | increased |
| 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? | No |
| 5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009. | |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates] | 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? | No |
| 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] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues] | Yes |
| 6.5.1. Give references and URL link(s). | Further and Higher Education Statistics 2013/2014. National Commission for further and Higher Education Malta, Ministry Available from:http://www.ncfhe.org.mt/uploads/filebrowser/NCFHE%20Statistical%20Report%20Collated_1.pdf |

| | |
|---|---|
| 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries? | Yes |
| 6.6.1. Give details and provide sources and URL links if possible. | A National Diploma in Teaching Adults has been instituted by the Directorate for Lifelong Learning.  It is an undergraduate diploma pegged at EQF/MQF level 5.An M.A. in Adult Education has been instituted by the University of Malta with two specialisations, one in Community Education and the other in Adult Training.The University of Malta has set up a Department of the Arts, Open Communities and Adult Education within the Faculty of Education to provide specialised education, training and research in the fields of the visual and performing arts and adult education.http://www.um.edu.mt/about/academic/faculties |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being] | 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 community] | a lot |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes] | a lot |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being] | 4 |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health] | 4 |
| 7.1.1. Explain your response here. | While the Ministry for Education and Employment entices different sectors of the population to participate in Lifelong learning initiatives through a myriad of courses provided by the Directorate for Lifelong Learning, the same Ministry also finances the Malta Sports Council that organises sports activities for the general public throughout the year in different sports venues around the islands.Both the Directorate for Lifelong Learning and the Malta Sports Council also provide free of charge courses and sports clubs for retired people.  For its part the Parliamentary Secretariat for Rights of Persons with Disability and Active Ageing in 2014 published a National Strategic Policy for Active Ageing that can be accessed from:http://mfss.gov.mt/en/Documents/Acetive%20Ageing%20Policy%20-%20EN.pdf |
| 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] | Yes |
| 7.2.1. Please provide your sources. | |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity] | 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] | 3 |
| 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] | 3 |
| 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] | 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 misdirected funding] | 1 = not important |
| 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? | Yes |
| [Name of coordinating body:] | Health Promotion and Disease Prevention Services |
| [Briefly describe its mandate and activities:] | The Unit that provides these services within the Parliamentary Secratariat for Health focuses on promoting healthy eating, healthy lifestyles, physical activity, weight management, leading tobacco free lives and avoiding infectious diseases.  It offers courses, self-help classes and carries out media campaigns. |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities ] | Not selected |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] | Not selected |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] | Not selected |
| 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. | |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)] | to a large extent |

| | |
|---|---|
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)] | to a large extent |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | to a small extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature. the arts and cultural heritage] | to a 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 communities] | to a small extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] | to a 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? [Community solidarity and social justice] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other] | |
| 8.3.1. Please specify | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | |

| | |
|---|---|
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | |
| 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] | |
| 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] | do not know |
| 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] | somewhat |

| | |
|---|---|
| 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] | somewhat |
| Groups that are the hardest to reach with ALE programmes? [Refugees] | Yes |
| (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)] | Yes |
| (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] | Not selected |
| (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] | Not selected |
| (b) groups where ALE programmes have had some success [Migrants (not refugees) and their families] | Not selected |
| (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities ] | Not selected |
| (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)] | Yes |
| (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)] | No evidence |
| 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)] | No evidence |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects] | No evidence |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels] | No evidence |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work] | No evidence |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification] | No evidence |
| 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] | 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] | Strong |

| | |
|---|---|
| 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 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 learning] | Strong |
| 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] | Strong |
| 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] | Modest |
| 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] | Modest |
| 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] | Strong |
| 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] | Strong |
| 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] | Modest |
| 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] | Modest |
| 9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market? | No |

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