

Codebook

CountryName

		Value
Standard Attributes	Label	Country name
	Type	String
	Measurement	Nominal

ISO3

		Value
Standard Attributes	Label	ISO 3166 alpha-3 code
	Type	String
	Measurement	Nominal

GRALE1

		Value
Standard Attributes	Label	Submitted narrative report for GRALE 1
	Type	Numeric
	Measurement	Nominal
Valid Values	0	no
	1	yes

GRALE2

		Value
Standard Attributes	Label	Submitted data for GRALE 2
	Type	Numeric
	Measurement	Nominal
Valid Values	0	no
	1	yes

GRALE3

		Value
Standard Attributes	Label	Submitted data for GRALE 3
	Type	Numeric
	Measurement	Nominal
Valid Values	0	no
	1	yes

UNESCORegion

		Value
Standard Attributes	Label	UNESCO Region
	Type	Numeric
Valid Values	Measurement	Nominal
	1	Sub-Saharan Africa
	2	Arab States
	3	Central Asia
	4	East Asia and the Pacific
	5	South and West Asia
	6	North America and Western Europe
	7	Central and Eastern Europe
8	Latin America and the Caribbean	

GNIGroup

		Value
Standard Attributes	Label	GNI Group (PPP), http://databank.worldbank.org/data/reports.aspx?source=2&type=metadata&series=NY.GNP.PCAP.PP.CD
	Type	Numeric
Valid Values	Measurement	Ordinal
	1	Low income
	2	Lower middle income
	3	Upper middle income
	4	High income
	9	no data

GDP

		Value
Standard Attributes	Label	GDP in current \$ (in millions)
	Type	Numeric
	Measurement	Scale

GDPEducation

		Value
Standard Attributes	Label	% GDP spent for Education, 2010-2014 average, http://data.uis.unesco.org/
	Type	Numeric
	Measurement	Scale

v11

		Value
Standard Attributes	Label	1.1. Does your country have an official definition of ALE?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes
	2	No

v12

		Value
Standard Attributes	Label	1.2. Has the official definition of ALE changed since 2009?
	Type	String
	Measurement	Nominal
Valid Values	A1	No
	A2	Yes, a little
	A3	Yes, a lot

v13

		Value
Standard Attributes	Label	1.3. Are literacy and basic skills a top priority for ALE programmes in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes
	2	No

v14_SQ001

		Value
Standard Attributes	Label	[Youth education and ALE are seen part of an integrated whole.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ002

		Value
Standard Attributes	Label	[ALE policy addresses learning processes and teacher-learner relations.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ003

		Value
Standard Attributes	Label	[ALE is such a diverse sector of provision that it is difficult to define precisely.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ004

		Value
Standard Attributes	Label	[Adult learning and adult education are the same thing.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ005

		Value
Standard Attributes	Label	[ALE and continuing vocational education and training are not integrated.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ006

		Value
Standard Attributes	Label	[New technologies have fundamentally changed the scope of our ALE practice.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ007

		Value
Standard Attributes	Label	[Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your person
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v14_SQ008

		Value
Standard Attributes	Label	[ALE policy identifies non-formal and informal learning as important.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	String
	Measurement	Ordinal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v15

		Value
Standard Attributes	Label	1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes
	2	No

v151_SQ001

		Value
Standard Attributes	Label	[Adult literacy] 1.5.1. What areas does it cover?
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v151_SQ002

		Value
Standard Attributes	Label	[Policy] 1.5.1. What areas does it cover?
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v151_SQ003

		Value
Standard Attributes	Label	[Governance] 1.5.1. What areas does it cover?
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v151_SQ004

		Value
Standard Attributes	Label	[Financing] 1.5.1. What areas does it cover?
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v151_SQ005

		Value
Standard Attributes	Label	[Participation] 1.5.1. What areas does it cover?
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v151_SQ006

		Value
Standard Attributes	Label	[Quality] 1.5.1. What areas does it cover?
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v21

		Value
Standard Attributes	Label	2.1. Overall, would you say that since 2009 your country ...
	Type	String
	Measurement	Nominal
Valid Values	A1	has regressed on ALE policy?
	A2	is at the same level as in 2009?
	A3	has made significant progress on ALE policy?

v22_A1

		Value
Standard Attributes	Label	[Individuals seeking personal growth and widening of knowledge horizons] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A2

		Value
Standard Attributes	Label	[Individuals seeking to update work-relevant knowledge and skills] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A3

		Value
Standard Attributes	Label	[Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A4

		Value
Standard Attributes	Label	[Individuals seeking recognition for prior learning (especially non-formally and informally acquired)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A5

		Value
Standard Attributes	Label	[Socially excluded groups (e.g. homeless people, [ex-] prisoners; adults with mental health problems)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A6

		Value
Standard Attributes	Label	[Adults with low-level literacy or basic skills] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A7

		Value
Standard Attributes	Label	[Workers in low-skill, low-wage or precarious positions] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A8

		Value
Standard Attributes	Label	[Long-term unemployed people] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A9

		Value
Standard Attributes	Label	[Adults living with disabilities] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A10

		Value
Standard Attributes	Label	[Residents of rural or sparsely populated areas] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A11

		Value
Standard Attributes	Label	[Parents and families] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A12

		Value
Standard Attributes	Label	[Lone or single parents] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v22_A13

		Value
Standard Attributes	Label	[Senior citizens/retired people (third-age education)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type Measurement	Numeric Nominal
Valid Values	0	Not selected
	1	Yes

v22_A14

		Value
Standard Attributes	Label	[Young persons not in education, employment or training] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type Measurement	Numeric Nominal
Valid Values	0	Not selected
	1	Yes

v22_A15

		Value
Standard Attributes	Label	[Migrants and refugees from other countries] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type Measurement	Numeric Nominal
Valid Values	0	Not selected
	1	Yes

v22_A16

		Value
Standard Attributes	Label	[Minority ethnic, linguistic or religious minorities and indigenous peoples] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups.
	Type Measurement	Numeric Nominal
Valid Values	0	Not selected
	1	Yes

v23

		Value
Standard Attributes	Label	2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?
	Type	String
	Measurement	Nominal
Valid Values	A1	Yes, a policy framework existed before 2009
	A2	Yes, a policy framework was developed after 2009
	A3	No

v24

		Value
Standard Attributes	Label	2.4. Since 2009, has your country enacted any important new policies with respect to ALE?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes
	2	No

v31_SQ001

		Value
Standard Attributes	Label	[increased stakeholder participation] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	String
	Measurement	Nominal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v31_SQ002

		Value
Standard Attributes	Label	[developed more effective monitoring and evaluation systems] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	String
	Measurement	Nominal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v31_SQ003

		Value
Standard Attributes	Label	[introduced better coordination arrangements] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	String
	Measurement	Nominal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v31_SQ004

		Value
Standard Attributes	Label	[become more decentralized] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	String
	Measurement	Nominal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v31_SQ005

		Value
Standard Attributes	Label	[strengthened capacity-building initiatives] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	String
	Measurement	Nominal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v31_SQ006

		Value
Standard Attributes	Label	[strengthened inter-ministerial cooperation] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	String
	Measurement	Nominal
Valid Values	A1	disagree
	A2	tend to disagree
	A3	tend to agree
	A4	agree

v32

		Value
Standard Attributes	Label	3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?
	Type	String
	Measurement	Nominal
Valid Values	A1	No, and there is no plan to do so
	A2	Not yet, but the government plans to do so
	A3	Yes

v33

		Value
Standard Attributes	Label	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?
	Type	Numeric
	Measurement	Scale
Labeled Values	1	Yes
	2	No

v41

		Value
Standard Attributes	Label	4.1. What percentage of public education spending currently goes to ALE?
	Type	String
	Measurement	Nominal
Valid Values	A1	0 – 0.4%
	A2	0.5% – 0.9%
	A3	1% – 1.9%
	A4	2% – 3.9%
	A5	4% or more
	A6	Do not know

v42

		Value
Standard Attributes	Label	4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has
	Type	String
	Measurement	Nominal
Valid Values	A1	increased
	A2	stayed about the same
	A3	decreased
	A4	Do not know

v43

		Value
Standard Attributes	Label	4.3. Does the government plan to increase or decrease spending on ALE?
	Type	String
	Measurement	Nominal
Valid Values	A1	Plans to increase
	A2	Plans to stay about the same
	A3	Plans to decrease
	A4	Do not know

v44

		Value
Standard Attributes	Label	4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?
	Type	Numeric
	Measurement	Scale
Labeled Values	1	Yes
	2	No

v51

		Value
Standard Attributes	Label	5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...
	Type	String
	Measurement	Nominal
Valid Values	A1	Increased
	A2	Stayed about the same
	A3	Decreased
	A4	Do not know – this information is not available

v52_SQ001

		Value
Standard Attributes	Label	[Overall] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women participate more
	A2	Men participate more
	A3	Equal participation

v52_SQ002

		Value
Standard Attributes	Label	[General education] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women participate more
	A2	Men participate more
	A3	Equal participation

v52_SQ003

		Value
Standard Attributes	Label	[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 ?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women participate more
	A2	Men participate more
	A3	Equal participation

v52_SQ004

		Value
Standard Attributes	Label	[Literacy] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women participate more
	A2	Men participate more
	A3	Equal participation

v52_SQ005

		Value
Standard Attributes	Label	[Non-formal and informal education] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women participate more
	A2	Men participate more
	A3	Equal participation

v53_SQ001

		Value
Standard Attributes	Label	[Migrants and refugees from other countries] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ002

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ003

		Value
Standard Attributes	Label	[Adults with low-level literacy and basic skills] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ004

		Value
Standard Attributes	Label	[Minority ethnic, linguistic and religious minorities and indigenous peoples] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ005

		Value
Standard Attributes	Label	[Senior citizens/the retired (Third Age Education)] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ006

		Value
Standard Attributes	Label	[The long-term unemployed] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ007

		Value
Standard Attributes	Label	[Adults living with disability] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ008

		Value
Standard Attributes	Label	[Young persons not in education, employment and training] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ009

		Value
Standard Attributes	Label	[Residents of rural and remote areas] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v53_SQ010

		Value
Standard Attributes	Label	[Workers in low-skill, low-wage and precarious employment] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	String
	Measurement	Nominal
Valid Values	A1	decreased
	A2	no change
	A3	increased
	A4	do not know

v54

		Value
Standard Attributes	Label	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?
	Type Measurement	Numeric Scale
Labeled Values	1	Yes
	2	No

v61_SQ001

		Value
Standard Attributes	Label	[Completion rates] 6.1. Does your country systematically collect information about the following ALE outcomes?
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v61_SQ002

		Value
Standard Attributes	Label	[Certificates or qualifications issued] 6.1. Does your country systematically collect information about the following ALE outcomes?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v61_SQ003

		Value
Standard Attributes	Label	[Employment outcomes (or labour market outcomes)] 6.1. Does your country systematically collect information about the following ALE outcomes?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v61_SQ004

		Value
Standard Attributes	Label	[Social outcomes in the areas of health and well-being, community cohesion] 6.1. Does your country systematically collect information about the following ALE outcomes?
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v61_SQ005

		Value
Standard Attributes	Label	[None of these – this information is not systematically available] 6.1. Does your country systematically collect information about the following ALE outcomes?
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v62

		Value
Standard Attributes	Label	6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	1	Yes
	2	No

v63

		Value
Standard Attributes	Label	6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes ?
	Type	String
	Measurement	Nominal
Valid Values	A1	Yes, in all cases
	A2	Yes, in some cases
	A3	No

v64

		Value
Standard Attributes	Label	6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Yes, with sufficient capacity
	A2	Yes, but inadequate capacity
	A3	No

v65_SQ001

		Value
Standard Attributes	Label	[Learning outcomes of ALE] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v65_SQ002

		Value
Standard Attributes	Label	[Quality criteria for teaching and learning, e.g. curricula and methods] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v65_SQ003

		Value
Standard Attributes	Label	[Diversity of providers] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v65_SQ004

		Value
Standard Attributes	Label	[Impact of new technologies on ALE] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v65_SQ005

		Value
Standard Attributes	Label	[Equity issues in ALE] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v65_SQ006

		Value
Standard Attributes	Label	[Barriers to ALE participation and provision] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v65_SQ007

		Value
Standard Attributes	Label	[Other issues] 6.5. Since 2009, have there been any substantial analyses of the following issues in your country?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v66

		Value
Standard Attributes	Label	6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?
	Type Measurement	Numeric Scale
Labeled Values	1	Yes
	2	No

vT1_SQ001

		Value
Standard Attributes	Label	[Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers , researchers and practitioners?
	Type Measurement	String Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot
	A4	do not know

vT1_SQ002

		Value
Standard Attributes	Label	[Society and community] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers , researchers and practitioners?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot
	A4	do not know

vT1_SQ003

		Value
Standard Attributes	Label	[Employment and labour market outcomes] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers , researchers and practitioners?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot
	A4	do not know

v71_SQ001

		Value
Standard Attributes	Label	[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
	Type	String
	Measurement	Nominal
Valid Values	A1	0 = not at all
	A2	1
	A3	2
	A4	3
	A5	4
	A6	5 = a great deal

v71_SQ002

		Value
Standard Attributes	Label	[Follows the World Health Organization's holistic approach, including mental as well as physical health] 7.1. Indicate the extent to which your country's ALE policy and practice
	Type	String
	Measurement	Nominal
Valid Values	A1	0 = not at all
	A2	1
	A3	2
	A4	3
	A5	4
	A6	5 = a great deal

v72_SQ001

		Value
Standard Attributes	Label	[Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ002

		Value
Standard Attributes	Label	[Self-reported health] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ003

		Value
Standard Attributes	Label	[Maternal health] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ004

		Value
Standard Attributes	Label	[Mental health and well-being (such as self-efficacy)] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ005

		Value
Standard Attributes	Label	[Preventing, but also living with, HIV/AIDS and its social consequences] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ006

		Value
Standard Attributes	Label	[Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ007

		Value
Standard Attributes	Label	[Sexual and reproductive health] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ008

		Value
Standard Attributes	Label	[Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ009

		Value
Standard Attributes	Label	[Healthy lifestyles (such as diet, exercise, stress reduction)] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ010

		Value
Standard Attributes	Label	[Making the local environment more healthy (e.g. through community action)] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ011

		Value
Standard Attributes	Label	[None of the above, but there is evidence that ALE has a positive impact on other aspects of health] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v72_SQ012

		Value
Standard Attributes	Label	[No evidence at all for any aspect] 7.2. Do you have evidence to show that in your country, ALE has a positive impact on:
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Not selected
	1	Yes

v73_SQ001

		Value
Standard Attributes	Label	[Illiteracy] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v73_SQ002

		Value
Standard Attributes	Label	[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:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v73_SQ003

		Value
Standard Attributes	Label	[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:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v73_SQ004

		Value
Standard Attributes	Label	[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:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v73_SQ005

		Value
Standard Attributes	Label	[Poor interdepartmental or intersectoral collaboration] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v73_SQ006

		Value
Standard Attributes	Label	[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:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v73_SQ007

		Value
Standard Attributes	Label	[Inadequate or misdirected funding] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:
	Type	String
	Measurement	Nominal
Valid Values	A1	1 = not important
	A2	2
	A3	3
	A4	4 = very important
	A5	do not know

v74

		Value
Standard Attributes	Label	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?
	Type	String
	Measurement	Nominal
Valid Values	A1	Hardly at all
	A2	Not much, but to an increasing extent

v74

	Value
A3	In theory, but not much in practice
A4	Effectively and successfully

v75

	Value
Standard Attributes	Label
	7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?
	Type
	Numeric
	Measurement
	Nominal
Valid Values	1
	Yes
	2
	No

v81_SQ001

	Value
Standard Attributes	Label
	[Participation in social, civic and political activities] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues?
	Type
	Numeric
	Measurement
	Scale
Labeled Values	0
	Not selected
	1
	Yes

v81_SQ002

		Value
Standard Attributes	Label	[Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v81_SQ003

		Value
Standard Attributes	Label	[Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v81_SQ004

		Value
Standard Attributes	Label	[Diversity tolerance] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v82_SQ001

		Value
Standard Attributes	Label	[Non-economic outcomes and benefits for individuals (such as personal development , quality of life, well-being and social and cultural participation)] 8.2. To what extent are the following dimensions important for ALE policy in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v82_SQ002

		Value
Standard Attributes	Label	[Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)] 8.2. To what extent are the following dimensions important for ALE policy in
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v82_SQ003

		Value
Standard Attributes	Label	[Economic returns for individuals, communities and society (such as employability , innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)] 8.2. To what extent are the following dimension
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ001

		Value
Standard Attributes	Label	[Multilingualism and cultural diversity] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ002

		Value
Standard Attributes	Label	[Increased access to education, literature, the arts and cultural heritage] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ003

		Value
Standard Attributes	Label	[Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ004

		Value
Standard Attributes	Label	[Active citizenship and political and community participation] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ005

		Value
Standard Attributes	Label	[Community solidarity and social justice] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ006

		Value
Standard Attributes	Label	[Democratic values and peaceful co-existence] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v83_SQ007

		Value
Standard Attributes	Label	[Other] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A3	to a large extent
	A4	do not know

v84_SQ001

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ002

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ003

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ004

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ005

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ006

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ007

		Value
Standard Attributes	Label	[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?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v84_SQ008

		Value
Standard Attributes	Label	[Other] 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	to a small extent
	A4	to a large extent
	A5	do not know

v85

		Value
Standard Attributes	Label	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.
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v86_SQ001

		Value
Standard Attributes	Label	[Arts and crafts] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v86_SQ002

		Value
Standard Attributes	Label	[Cultural rituals and traditional knowledge systems] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v86_SQ003

		Value
Standard Attributes	Label	[Spirituality] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v86_SQ004

		Value
Standard Attributes	Label	[Ecology and the environment] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v86_SQ005

		Value
Standard Attributes	Label	[Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v86_SQ006

		Value
Standard Attributes	Label	[Dance and theatre] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	String
	Measurement	Nominal
Valid Values	A1	not at all
	A2	somewhat
	A3	a lot

v871_SQ001

		Value
Standard Attributes	Label	[Refugees] (a) the hardest to reach with ALE programmes
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ002

		Value
Standard Attributes	Label	[Those with no valid residency documents (sans-papiers)] (a) the hardest to reach with ALE programmes
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ003

		Value
Standard Attributes	Label	[Residents of rural or remote areas] (a) the hardest to reach with ALE programmes
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ004

		Value
Standard Attributes	Label	[Residents of institutions (prisons, hospitals, etc.)] (a) the hardest to reach with ALE programmes
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ005

		Value
Standard Attributes	Label	[Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] (a) the hardest to reach with ALE programmes
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ006

		Value
Standard Attributes	Label	[Migrants (not refugees) and their families] (a) the hardest to reach with ALE programmes
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ007

		Value
Standard Attributes	Label	[People living with chronic illnesses or disabilities] (a) the hardest to reach with ALE programmes
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v871_SQ008

		Value
Standard Attributes	Label	[Senior citizens (as defined in your country)] (a) the hardest to reach with ALE programmes
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ001

		Value
Standard Attributes	Label	[Refugees] (b) groups where ALE programmes have had some success
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ002

		Value
Standard Attributes	Label	[Those with no valid residency documents (sans-papiers)] (b) groups where ALE programmes have had some success
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ003

		Value
Standard Attributes	Label	[Residents of rural or remote areas] (b) groups where ALE programmes have had some success
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ004

		Value
Standard Attributes	Label	[Residents of institutions (prisons, hospitals, etc.)] (b) groups where ALE programmes have had some success
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ005

		Value
Standard Attributes	Label	[Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] (b) groups where ALE programmes have had some success
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ006

		Value
Standard Attributes	Label	[Migrants (not refugees) and their families] (b) groups where ALE programmes have had some success
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ007

		Value
Standard Attributes	Label	[People living with chronic illnesses or disabilities] (b) groups where ALE programmes have had some success
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v872_SQ008

		Value
Standard Attributes	Label	[Senior citizens (as defined in your country)] (b) groups where ALE programmes have had some success
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v91_SQ001

		Value
Standard Attributes	Label	[Company/or organization success (in terms of profitability, efficiency, quality of service, etc.)] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following?
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v91_SQ002

		Value
Standard Attributes	Label	[Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following?
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

v91_SQ003

		Value
Standard Attributes	Label	[Adaptability to change] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v91_SQ004

		Value
Standard Attributes	Label	[Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following?
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

v92_SQ001

		Value
Standard Attributes	Label	[Employability (entry into labour market, remaining in employment)] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women
	A2	Men
	A3	Both
	A4	No evidence

v92_SQ002

		Value
Standard Attributes	Label	[Performance in current job (individual productivity, quality of work, achievement)] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women
	A2	Men
	A3	Both
	A4	No evidence

v92_SQ003

		Value
Standard Attributes	Label	[Career prospects] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women
	A2	Men
	A3	Both
	A4	No evidence

v92_SQ004

		Value
Standard Attributes	Label	[Employee salary levels] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women
	A2	Men
	A3	Both
	A4	No evidence

v92_SQ005

		Value
Standard Attributes	Label	[Job satisfaction, motivation and commitment to work] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women
	A2	Men
	A3	Both
	A4	No evidence

v92_SQ006

		Value
Standard Attributes	Label	[Continuing professional and skills development leading to recognized certification or qualification] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	String
	Measurement	Nominal
Valid Values	A1	Women
	A2	Men
	A3	Both
	A4	No evidence

v93_SQ001#0

		Value
Standard Attributes	Label	[Literacy and basic skills] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ001#1

		Value
Standard Attributes	Label	[Literacy and basic skills] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ002#0

		Value
Standard Attributes	Label	[Initial vocational education and training] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ002#1

		Value
Standard Attributes	Label	[Initial vocational education and training] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ003#0

		Value
Standard Attributes	Label	[Continuing vocational education and training] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ003#1

		Value
Standard Attributes	Label	[Continuing vocational education and training] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ004#0

		Value
Standard Attributes	Label	[Informal workplace learning] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ004#1

		Value
Standard Attributes	Label	[Informal workplace learning] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ005#0

		Value
Standard Attributes	Label	[Company training] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ005#1

		Value
Standard Attributes	Label	[Company training] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ006#0

		Value
Standard Attributes	Label	[Self-directed learning] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ006#1

		Value
Standard Attributes	Label	[Self-directed learning] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ007#0

		Value
Standard Attributes	Label	[Advanced professional education] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ007#1

		Value
Standard Attributes	Label	[Advanced professional education] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v93_SQ008#0

		Value
Standard Attributes	Label	[Distance education and e-learning] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	String
	Measurement	Nominal
Valid Values	A1	Strong
	A2	Modest
	A3	No effect
	A4	Do not know

v93_SQ008#1

		Value
Standard Attributes	Label	[Distance education and e-learning] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	String
	Measurement	Nominal
Valid Values	A5	Strong
	A6	Modest
	A7	No effect
	A8	Do not know

v94

		Value
Standard Attributes	Label	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?
	Type Measurement	Numeric Scale
Labeled Values	1	Yes
	2	No

vRES1_SQ001

		Value
Standard Attributes	Label	[Education] Government ministries
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

vRES1_SQ002

		Value
Standard Attributes	Label	[Social affairs] Government ministries
	Type Measurement	Numeric Scale
Labeled Values	0	Not selected
	1	Yes

vRES1_SQ003

		Value
Standard Attributes	Label	[Health] Government ministries
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

vRES1_SQ004

		Value
Standard Attributes	Label	[Labour/employment] Government ministries
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

vRES1_1

		Value
Standard Attributes	Label	[Other] Government ministries
	Type	Numeric
	Measurement	Nominal
Valid Values	1.00	Yes

vRES2_SQ001

		Value
Standard Attributes	Label	[Adult learning and education agencies/providers] Civil society organizations /NGOs
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

vRES2_SQ002

		Value
Standard Attributes	Label	[Research institutes/universities] Civil society organizations /NGOs
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

vRES2_SQ003

		Value
Standard Attributes	Label	[Social partners] Civil society organizations /NGOs
	Type	Numeric
	Measurement	Scale
Labeled Values	0	Not selected
	1	Yes

vRES2_1

		Value
Standard Attributes	Label	[Other] Civil society organizations /NGOs
	Type	Numeric
	Measurement	Nominal
Valid Values	1.00	Yes

String to numeric

v12_1

		Value
Standard Attributes	Label	1.2. Has the official definition of ALE changed since 2009?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No
	2	Yes, a little
	3	Yes, a lot

v14_1

		Value
Standard Attributes	Label	[Youth education and ALE are seen part of an integrated whole.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v14_2

		Value
Standard Attributes	Label	[ALE policy addresses learning processes and teacher-learner relations.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

		Value
Standard Attributes	Label	[ALE is such a diverse sector of provision that it is difficult to define precisely.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v14_4

		Value
Standard Attributes	Label	[Adult learning and adult education are the same thing.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v14_5

		Value
Standard Attributes	Label	[ALE and continuing vocational education and training are not integrated.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

		Value
Standard Attributes	Label	[New technologies have fundamentally changed the scope of our ALE practice.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type Measurement	Numeric Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v14_7

		Value
Standard Attributes	Label	[Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your person
	Type Measurement	Numeric Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v14_8

		Value
Standard Attributes	Label	[ALE policy identifies non-formal and informal learning as important.] 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v21_1

		Value
Standard Attributes	Label	2.1. Overall, would you say that since 2009 your country ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	has regressed on ALE policy?
	2	is at the same level as in 2009?
	3	has made significant progress on ALE policy?

v23_1

		Value
Standard Attributes	Label	2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes, a policy framework existed before 2009
	2	Yes, a policy framework was developed after 2009
	3	No

v31_1

		Value
Standard Attributes	Label	[increased stakeholder participation] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v31_2

		Value
Standard Attributes	Label	[developed more effective monitoring and evaluation systems] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v31_3

		Value
Standard Attributes	Label	[introduced better coordination arrangements] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v31_4

		Value
Standard Attributes	Label	[become more decentralized] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v31_5

		Value
Standard Attributes	Label	[strengthened capacity-building initiatives] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v31_6

		Value
Standard Attributes	Label	[strengthened inter-ministerial cooperation] 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	disagree
	2	tend to disagree
	3	tend to agree
	4	agree

v32_1

		Value
Standard Attributes	Label	3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No, and there is no plan to do so
	2	Not yet, but the government plans to do so
	3	Yes

v41_1

		Value
Standard Attributes	Label	4.1. What percentage of public education spending currently goes to ALE?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	0 – 0.4%
	2	0.5% – 0.9%
	3	1% – 1.9%
	4	2% – 3.9%
	5	4% or more
	6	Do not know

v42_1

		Value
Standard Attributes	Label	4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has
	Type	Numeric
	Measurement	Nominal
Valid Values	1	increased
	2	stayed about the same
	3	decreased
	4	Do not know

v43_1

		Value
Standard Attributes	Label	4.3. Does the government plan to increase or decrease spending on ALE?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Plans to increase
	2	Plans to stay about the same
	3	Plans to decrease
	4	Do not know

v51_1

		Value
Standard Attributes	Label	5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Increased
	2	Stayed about the same
	3	Decreased
	4	Do not know – this information is not available

v52_1

		Value
Standard Attributes	Label	[Overall] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women participate more
	2	Men participate more
	3	Equal participation

v52_2

		Value
Standard Attributes	Label	[General education] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women participate more
	2	Men participate more
	3	Equal participation

v52_3

		Value
Standard Attributes	Label	[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 ?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women participate more
	2	Men participate more
	3	Equal participation

v52_4

		Value
Standard Attributes	Label	[Literacy] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women participate more
	2	Men participate more
	3	Equal participation

v52_5

		Value
Standard Attributes	Label	[Non-formal and informal education] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes ?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women participate more
	2	Men participate more
	3	Equal participation

v53_1

		Value
Standard Attributes	Label	[Migrants and refugees from other countries] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_2

		Value
Standard Attributes	Label	[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?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_3

		Value
Standard Attributes	Label	[Adults with low-level literacy and basic skills] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_4

		Value
Standard Attributes	Label	[Minority ethnic, linguistic and religious minorities and indigenous peoples] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_5

		Value
Standard Attributes	Label	[Senior citizens/the retired (Third Age Education)] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_6

		Value
Standard Attributes	Label	[The long-term unemployed] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_7

		Value
Standard Attributes	Label	[Adults living with disability] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_8

		Value
Standard Attributes	Label	[Young persons not in education, employment and training] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_9

		Value
Standard Attributes	Label	[Residents of rural and remote areas] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v53_10

		Value
Standard Attributes	Label	[Workers in low-skill, low-wage and precarious employment] 5.3. For each of the following groups, how has ALE participation since 2009 changed?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	decreased
	2	no change
	3	increased
	4	do not know

v63_1

		Value
Standard Attributes	Label	6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes ?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes, in all cases
	2	Yes, in some cases
	3	No

v64_1

		Value
Standard Attributes	Label	6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Yes, with sufficient capacity
	2	Yes, but inadequate capacity
	3	No

vT1

		Value
Standard Attributes	Label	[Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot
	4	do not know

vT2

		Value
Standard Attributes	Label	[Society and community] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers , researchers and practitioners?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot
	4	do not know

vT3

		Value
Standard Attributes	Label	[Employment and labour market outcomes] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers , researchers and practitioners?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot
	4	do not know

v71_1

		Value
Standard Attributes	Label	[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
	Type	Numeric
	Measurement	Nominal
Valid Values	1	0 = not at all
	2	1
	3	2
	4	3
	5	4
	6	5 = a great deal

v71_2

		Value
Standard Attributes	Label	[Follows the World Health Organization's holistic approach, including mental as well as physical health] 7.1. Indicate the extent to which your country's ALE policy and practice
	Type	Numeric
	Measurement	Nominal
Valid Values	1	0 = not at all
	2	1
	3	2
	4	3
	5	4
	6	5 = a great deal

v73_1

		Value
Standard Attributes	Label	[Illiteracy] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:
	Type	Numeric
	Measurement	Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

v73_2

		Value
Standard Attributes	Label	[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:
	Type	Numeric
	Measurement	Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

		Value
Standard Attributes	Label	[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:
	Type	Numeric
	Measurement	Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

		Value
Standard Attributes	Label	[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:
	Type	Numeric
	Measurement	Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

v73_5

		Value
Standard Attributes	Label	[Poor interdepartmental or intersectoral collaboration] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:
	Type	Numeric
	Measurement	Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

v73_6

		Value
Standard Attributes	Label	[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:
	Type	Numeric
	Measurement	Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

v73_7

		Value
Standard Attributes	Label	[Inadequate or misdirected funding] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:
	Type Measurement	Numeric Nominal
Valid Values	1	1 = not important
	2	2
	3	3
	4	4 = very important
	5	do not know

v74_1

		Value
Standard Attributes	Label	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?
	Type Measurement	Numeric Nominal
Valid Values	1	Hardly at all
	2	Not much, but to an increasing extent

v74_1

	Value
3	In theory, but not much in practice
4	Effectively and successfully

v82_1

		Value
Standard Attributes	Label	[Non-economic outcomes and benefits for individuals (such as personal development , quality of life, well-being and social and cultural participation)] 8.2. To what extent are the following dimensions important for ALE policy in your country?
Valid Values	Type Measurement	Numeric Nominal
	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v82_2

		Value
Standard Attributes	Label	[Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)] 8.2. To what extent are the following dimensions important for ALE policy in
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

		Value
Standard Attributes	Label	[Economic returns for individuals, communities and society (such as employability , innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)] 8.2. To what extent are the following dimension
	Type Measurement	Numeric Nominal
Valid Values	1	to a small extent
	2	to a large extent
	3	do not know

v83_1

		Value
Standard Attributes	Label	[Multilingualism and cultural diversity] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v83_2

		Value
Standard Attributes	Label	[Increased access to education, literature, the arts and cultural heritage] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v83_3

		Value
Standard Attributes	Label	[Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v83_4

		Value
Standard Attributes	Label	[Active citizenship and political and community participation] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v83_5

		Value
Standard Attributes	Label	[Community solidarity and social justice] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v83_6

		Value
Standard Attributes	Label	[Democratic values and peaceful co-existence] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v83_7

		Value
Standard Attributes	Label	[Other] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_1

		Value
Standard Attributes	Label	[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?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_2

		Value
Standard Attributes	Label	[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?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_3

		Value
Standard Attributes	Label	[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?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_4

		Value
Standard Attributes	Label	[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?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_5

		Value
Standard Attributes	Label	[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?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_6

		Value
Standard Attributes	Label	[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?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_7

		Value
Standard Attributes	Label	[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?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	to a small extent
	3	to a large extent
	4	do not know

v84_8

		Value
Standard Attributes	Label	[Other] 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	to a small extent
	2	to a large extent
	3	do not know

v85_1

		Value
Standard Attributes	Label	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.
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v86_1

		Value
Standard Attributes	Label	[Arts and crafts] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type Measurement	Numeric Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v86_2

		Value
Standard Attributes	Label	[Cultural rituals and traditional knowledge systems] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v86_3

		Value
Standard Attributes	Label	[Spirituality] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v86_4

		Value
Standard Attributes	Label	[Ecology and the environment] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v86_5

		Value
Standard Attributes	Label	[Sports] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v86_6

		Value
Standard Attributes	Label	[Dance and theatre] 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	not at all
	2	somewhat
	3	a lot

v92_1

		Value
Standard Attributes	Label	[Employability (entry into labour market, remaining in employment)] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women
	2	Men
	3	Both
	4	No evidence

v92_2

		Value
Standard Attributes	Label	[Performance in current job (individual productivity, quality of work, achievement)] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women
	2	Men
	3	Both
	4	No evidence

v92_3

		Value
Standard Attributes	Label	[Career prospects] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women
	2	Men
	3	Both
	4	No evidence

v92_4

		Value
Standard Attributes	Label	[Employee salary levels] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women
	2	Men
	3	Both
	4	No evidence

v92_5

		Value
Standard Attributes	Label	[Job satisfaction, motivation and commitment to work] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women
	2	Both
	3	No evidence

v92_6

		Value
Standard Attributes	Label	[Continuing professional and skills development leading to recognized certification or qualification] 9.2. Do you have evidence for the impact of ALE on the following individual issues?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Women
	2	Men
	3	Both
	4	No evidence

v93_10

		Value
Standard Attributes	Label	[Literacy and basic skills] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_11

		Value
Standard Attributes	Label	[Literacy and basic skills] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_20

		Value
Standard Attributes	Label	[Initial vocational education and training] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	Do not know

v93_21

		Value
Standard Attributes	Label	[Initial vocational education and training] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	Strong
	2	Modest
	3	Do not know

v93_30

		Value
Standard Attributes	Label	[Continuing vocational education and training] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_31

		Value
Standard Attributes	Label	[Continuing vocational education and training] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_40

		Value
Standard Attributes	Label	[Informal workplace learning] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_41

		Value
Standard Attributes	Label	[Informal workplace learning] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v94_50

		Value
Standard Attributes	Label	[Company training] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type Measurement	Numeric Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_51

		Value
Standard Attributes	Label	[Company training] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_60

		Value
Standard Attributes	Label	[Self-directed learning] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_61

		Value
Standard Attributes	Label	[Self-directed learning] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_70

		Value
Standard Attributes	Label	[Advanced professional education] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_71

		Value
Standard Attributes	Label	[Advanced professional education] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_80

		Value
Standard Attributes	Label	[Distance education and e-learning] [Scale 1] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know

v93_81

		Value
Standard Attributes	Label	[Distance education and e-learning] [Scale 2] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Strong
	2	Modest
	3	No effect
	4	Do not know