3rd
GLOBAL REPORT
ON ADULT LEARNING AND EDUCATION

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

uil UNESCO Institute
for Lifelong Learning

Monitoring survey results for Bangladesh

UNESCO Region	South and West Asia
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	No direct definition of ALE.ALE is covered by the following definitions as defined in NFE Policy 2006 :1. Non-Formal Education- Non-Formal Education is a purposeful and systematically organized form of learning that generally occurs outside the formal educational institutions. It is designed to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place may cover basic and continuing educational programs to impart basic literacy, including life skills, work skills, general culture and facilities lifelong learning and enhancement of earning capabilities for poverty reduction. It ensures equity in access and human resource development, it may or may not follow a "ladder" system and may be of varying duration.2. Literacy – Literacy is the ability of read, understand, interpret, communicate and compute in verbal and written forms in varying contexts. It involves a continuum of learning that enables individuals to develop their potential and knowledge base and to participate fully in community affairs and wider social and developmental context.3. Continuing Education – Continuing education is the provision of opportunities for lifelong learning beyond basic education (literacy and primary education) in response to the needs of disadvantaged individuals and groups to enrich their social-economic lives.
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.	◊ Target Group: Illiterates and neo-literates of age group 15-45 years.◊ Delivery Mechanism: Centre based approach following flexible time and place.◊ Vocational/Livelihood Skill Training: ALE is blended with vocational/livelihood skill training to involve in income generating activities in order to bring changes in life style. ◊ Partnership: ALE is implemented through a good partnership, coordination and networking with Government, NGOs, Civil Societies as well as linkage with Development Partners. ◊ Linkage: Provision of linkage to employers and financial institutions for employment and self-employment.
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.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	tend to 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 agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	tend to disagree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	Yes
1.5.1. What areas does it cover? [Adult literacy]	Yes
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	is at the same level as in 2009?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family 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)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons	Yes

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. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Yes
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy framework was developed after 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes

| 2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document. | Non-Formal Education Act adopted in 2014. Non as 'Non-Formal Education Act 2014'.The Original Act was adopted in Bangla. The Draft English version (Not yet authenticated) is kinked herewith.regulations to bring the communities deprived of the opportunities of education, within the circle of literacy, to create opportunities of life-long education, to develop life-skills through technical and vocational training, to build up skilled human resources, to create competencies for self-employment and to create alternative opportunities for the out of school and dropped out children.Whereas, it is necessary to facilitate life-skills of the communities deprived of education, through literacy, creation of opportunities of life-long education and technical and vocational training; and Whereas, it is necessary to develop these communities into skilled human resources and to create opportunities for their self-employment; andWhereas, it is expected and necessary to constitute regulations to facilitate the opportunities of alternative education for the out of school and dropped out children;
(19667) Price: Taka 16.0019668Bangladesh Gazette, Additional, November 27, 2014So, the following ACT is passed hereby-Chapter OneIntroduction1. Short title and commencement – (i) This Act will be known as Non-Formal Education Act, 2014   (ii) The date that the Government decides to publish this Act through public gazette notification, the Act would be enforced henceforth.2. Definition: Subject to nothing being contrary to the contents and intents, in this Act-(1)"Continuing education" would mean the opportunities of higher education within the process of life-long learning as well as provision of training for developing the skills and life-skills beyond elementary education (literacy, primary education and life-skills) with the view to improving the socio-economic status of the persons and communities deprived of education;(2)"Non-Formal Education" would mean the methodologically organized learning system which is stretched beyond the coverage of formal education to life-long education and which will be in operation with a view to developing the capacities of the disadvantaged communities and of the persons out of and/or dropped out from schools;(3)"Community Learning Centre" would mean the learning centres established beyond the [prevailing} system of formal education for the urban and rural communities and which are conducted by local people to improve the standard of living of the communities and persons concerned, with the provision of organizing various need-based forms of education and training;(4)"Chairman" would mean the Chairman of Non-Formal Education Board or any member being in charge of the responsibilities of the Chairman;(5) "National Technical Vocational Qualification Framework" (NTVQF) would mean the national skills development framework as has been prepared by the Government;(6)"Life-long Education" would mean that particular form of education which is institutional or non-formal or non-institutional or informal or some individual initiative(s) of learning, inclusive of different areas throughout life [as carried over] and which enhances qualities of heart and gradually develops the skills acquired earlier, or supports the continuous development of the standard of life;(7)"Funds" would mean funds organized under Section 24;(8)"Fixed" would mean which is/are determined by rules and regulations;(9)"Director" would mean the 'director' of the Board; (10)"Regulations" would mean the 'regulations' drawn under this Law; Bangladesh Gazette, Additional, November 27, 2014 19669(11)"Rules" would mean the 'rules' under this |

Law;(12)"Children, youth and men and women with special needs" would mean those children, youths, men and women who have any of the disabilities listed below, such as,a) Autism and autism-spectrum disorders;b) Physical disabilities;c) Disabilities due to mental illness;d) Disabilities of sight; [visually impaired]e) Disabilities of speech; [dumbness]f) Disabilities related to intellectual retardation; g) Disabilities of hearing; [deafness] h) Disabilities of hearing and vision;i) Cerebral palsyj) Down syndromes;k) Multi-dimensional disabilities;l) Or any other disability;(13)"Vocational institution or school" would mean any establishment delivering Non-Formal Education or courses relating to pre-vocational training;(14)"Board" would mean Non-Formal Education Board established under Section 15;(15)"Bureau" would mean Bureau of Non-Formal Education (BNFE);(16)"Director General" would mean the Director General of BNFE;(17)"Member" would mean any member of the Board including the Chairman;(18)"Equivalent education" would mean the competency-based education meant to ensure the equivalence of non-formal education with different grades of formal education and/or as has been determined for different levels of non-formal education;(19)"General Education" would mean all forms of formal education excepting technical education provided by Technical Education Act, 1967 (Act No. I of 1967) and(20)"Literacy" would mean the skills of reading, comprehending, explicating various matters in writing or orally, [abilities of] communication and numeracy.19670 Bangladesh Gazette, Additional, November 27, 20143. Priority of the Law: Whatever otherwise is in effect in some Act/Law now in force, the regulation contained in this Act will supersede them.

Chapter TwoClassification of Non-Formal Education, Coverage and Scope etc.4. Classification of Non-Formal Education and Age-limit: (1)As per the nature & form, the classification of Non-Formal Education will be of the following types, such as-a) Non-Formal Primary Education and b) Non-Formal Adult and Life-long Education.(2)The age-limit of Non-Formal Primary Education would be for children from 8 (eight) to 14 (fourteen) years, who did (have) not go (ne) to the schools at any time or (have) dropped out from the schools without completion of primary education.(3)The age-limit of Non-formal Adult and Life-long Education would be 15 (fifteen) or above, for those who did not go to schools at any time or (have) dropped out from primary education or (have) became (become) neo-literates and who want to continue acquisition of life-skills or livelihood skills.5. Non-Formal Education: The following aspects will be included within the coverage of Non-Formal Education:a) Literacy, basic education or non-formal education equivalent to Class VIII and vocational education up to Pre-Vocational Grade II within National Technical Vocational Qualification Framework (NTVQF);b) Sharpening [strengthening], revision and extension of literacy, livelihood skills and basic education already acquired;c) Continued Education Program to develop skilled human resources through the enhancement of life-skills and livelihood skills; d) Creating opportunities of life-long education through the delivery of all kinds of continued education; extending assistance to vocational fields of Non-Formal Education, entrepreneurship development and employment-oriented training;e) Education program based on the history of the war of liberation [of Bangladesh]:f) ICT literacy;

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19671g) Agriculture, health, nutrition, family planning, forest and

environment, fisheries and livestock, cottage industries, technical & vocational education & training, use of roads/road safety, climate change, disaster management, gender, democracy, values, reproductive health education, HIV-AIDS or any other issue having close relation to life,h) Disability and autism.6. The scope of Non-formal EducationThe Scope of Non-Formal Education will be as follows:a) Creating opportunities of equivalent basic education through non-formal education for the children who have been deprived of primary education in the formal schools for various reasons;b) Creating opportunities of second or alternative basic education of equivalent standard through non-formal education for the adolescents who had not been enrolled in, or dropped out from the schools;c) Creating opportunities of the provision of livelihood skills, continued education and literacy through Pre-Vocational Grade II of National Technical Vocational Qualification Framework (NTVQF) for men and women of all ages who are deprived of the opportunities of education; d) People belonging to small ethnic groups, inhabitants of backward areas, haors, coastal and hilly areas, tea-gardens or any communities living in such backward areas who are deprived of the opportunities of education for socio-economic and geographical reasons;e) Disadvantaged communities (like street children, slum-dwellers, unemployed young men and women, low-income laborers and working men and women etc.)f) Creating opportunities of special Non-Formal Education for children, young men and women with special needs.7. The Standard of Non-Formal Education(1)The Board will decide upon the grade and standard of Non-Formal Education against formal education.(2)All persons, organizations and institutions conducting Non-Formal Education of equivalent standard within the geographical boundaries of Bangladesh will have to follow fixed syllabus and course contents.(3)All persons, organizations and institutions conducting Non-Formal Education within the geographical boundaries of Bangladesh will have to recruit trained teachers having specified qualification.

19672 Bangladesh Gazette, Additional, November 27, 2014(4)The Board of Non-formal Education will deliver certificates to the persons completing Non-Formal Education courses of equivalent standard on the basis of their qualification as determined and further compared through a fixed method.(5)Any person willing to have recognition of his/her learning acquired in the past will have to sit for a test of equivalent standard of non-formal education to justify his/her acquisition of the standard of learning and (then) s/he can be admitted in the next grade on the basis of the certificate thus issued.(6)Any learner is eligible to get admitted into the next grade of formal education on the basis of the certificate received under Sub-section (4) above and similarly, any learner having certificate in formal education can be admitted in the next grade of non-formal education.8. The Medium of Instruction of Non-Formal Education(1)The medium of instruction of Non-Formal Education will be Bangla. But provision will be in place for learning in the individual languages of the people, belonging to small ethnic groups, as per their desire.(2)Use of sign language or specific methods will be allowed for the learning of the children and young men and women with special needs.(3)Whatever being contained in Sub-sections (1) and (2), delivery of learning in English or other [fixed] languages is permissible.

Chapter Three   Syllabus & Equivalence9. Curriculum of Non-Formal Education(1)All kinds of curriculum meant for Non-Formal Education of equivalent standard

and the curriculum of Pre-Vocational Grades I and II of National Technical Vocational Qualification Framework (NTVQF) must have the approval of the Bureau.(2)Primary competencies of each grade of Pre-Vocational I and II of National Technical Vocational Qualification Framework (NTVQF) should be fixed as per the equivalent standard of formal education, and accordingly such a curriculum has to be jointly developed by specialists and representatives of different organizations.(3)The curriculum of Pre-Vocational Grades I and II of National Technical Vocational Qualification Framework (NTVQF) will be developed, in view of the needs of the job market and requirement of the employers, jointly by various government and non-government organizations and specialists and representatives of the employing organizations.(4)Interested Persons, institutions and organizations engaged in developing or now implementing Non-Formal Education can fix-up and develop need-based new curriculum , training programs and related matters and they19673 Bangladesh Gazette, Additional, November 27, 2014 will submit these documents within 3 (three) years for approval of the Bureau.10. Equivalence(1)The equivalence of Non-Formal Education has to be settled with the different grades of formal education.(2)The competencies of Non-Formal Education will be determined in accordance with the primary competencies as fixed for each grade of formal education and the syllabus has to be prepared on the basis of the basic competencies.

Chapter FourImplementation Structure11. Bureau of Non-Formal Education(1)In order to fulfill the objectives of this Act, the Government will establish a Bureau to be named as Bureau of Non-Formal Education, which will be headed by the Director General.(2)The Director General will be appointed by the Government and the conditions of his/her services will be determined by the Government.(3)In order to satisfactorily conduct the activities of the Bureau, required number of officers and employees can be recruited as per fixed rules and conditions.(4)The Head Office of the Bureau will be located at Dhaka and the Government can establish its branch office(s) in any part(s) of Bangladesh.(5)The existing Bureau of Non-Formal Education, established prior to immediate enactment of this Act, as per the decision of the Government, will be deemed as the Bureau established under Sub-section (1) and all employees including The Director General, other officers and employees serving in that Bureau will be treated as the Director General, other officers and employees [of this Bureau] under the provision of this Act.12. The Activities of the Bureau- The activities of the Bureau as per this Act will be as following:(a) Developing and implementing co-operative methods in coordination with various public organizations providing Non-Formal Education, partner NGOs, organizations providing training, commercial institutions, employers or organizations and institutions involved in developing initiatives and providing assistance in marketing;(b) Providing advices, training and co-operation of all kinds for skill development including creation of a congenial environment for all government departments and organizations or NGOs interested or currently involved in the area of Non-Formal Education;19674 Bangladesh Gazette, Additional, November 27, 2014(c) Establishing and conducting a database and Management Information System (MIS) with a view to compiling and conserving necessary data and information about the activities of Non-Formal Education being undertaken by all the government organizations and departments

	as well as by the NGOs.(d) Providing information as per the required methodology sought by the persons, institutions and organizations involved in Non-Formal Education, Life-Long and Continued Education from the Management Information System (MIS) of the Bureau of NFE;(e) Developing the right kind of implementing methods of Non-Formal Education that facilitates the opportunities for easy [or unhindered] participation of learners of different age-groups and kinds belonging to different environmental backgrounds.(f) Conducting activities relating to research, management, training, planning, monitoring and assessment to strengthen the programs of Non-Formal Education;(g) Constituting of, if necessary, subject-based committee (s) and sub-committee(s) to implement the programs of Non-Formal Education;13. Local Coordination- (1)At the district level, the Deputy Commissioner and [District] Non-Formal Education officer; at the upazila level, the Upazila Nirbahi Officer and Upazila Non-Formal Education Officer and the local government within its jurisdiction, will contribute to necessary coor
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]	tend to 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]	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the	disagree

governance of ALE has ... [become more decentralized]	
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.	1. Workshop,2. Focus Group Discussion3. Consultation Meeting.4. Meeting with stakeholders.
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?	
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?	
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	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...	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	

5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	do not know
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)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	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]	increased
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?	
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]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this	Not selected

information is not systematically available]	
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in all cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate 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]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in 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]	Not selected
6.5.1. Give references and URL link(s).	
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	
6.6.1. Give details and provide sources and URL links if possible.	
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]	somewhat
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]	somewhat
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]	somewhat
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	3

7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	0 = not at all
7.1.1. Explain your response here.	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Not selected

7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected
7.2.1. Please provide your sources.	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	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]	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 quality of pedagogy, training materials, staff training and capacity]	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: [Lack of access to information on ALE programmes]	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 interdepartmental or inter-sectoral collaboration]	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	1 = not important
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]	2
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:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	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 small 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)]	do not know
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 small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community	to a large extent

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? [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]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political	to a large extent

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]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural	somewhat

resources? [Arts and crafts]	
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	somewhat
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]	Not selected
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Not selected
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes	Yes

[Residents of institutions (prisons, hospitals, etc.)]	
(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]	Yes
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Yes
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Yes
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People	Not selected

living with chronic illnesses or disabilities]	
(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.)]	Yes
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)]	Yes
9.1.1. Provide sources for the selected options.	Success story of STEP : http://www.step-dte.gov.bdAnnual Report of DAM 2014 : http://www.step-dte.gov.bd
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
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)]	Both

9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	Both
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]	Both
9.2.1. Provide sources for the selected options.	Education Watch Report : http://www.campebd.org World Development Report 2013: Jobs - World Bank :http://go.worldbank.org/AES3P9WI20
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]	Strong
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]	Strong

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]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	No effect
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	No effect

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]	No effect
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]	No effect
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	No effect
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	No effect
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?	Yes
9.4.1. Give details and provide references and URL links if possible.	Key Findings of Labour force survey 2010 : http://www.bbs.gov.bdLiteracy Survey 2010, Published in June 2011.http://www.bbs.gov.bd