Reporting template for Member State progress reports for the Global Report on Adult Learning and Education (GRALE III)

Welcome to GRALE III, the third cycle of the Global Report on Adult Learning and Education.

This GRALE III template was designed to be as easy as possible to complete. It has the following components:

- survey-type questions to be completed by ticking boxes; this data can be quickly aggregated and analysed
- open-ended questions that ask either directly for examples from the country, providing that these can be easily summarized and entered, or for links to data sources or reports that cannot be summarized, but that will nevertheless help to build a valuable information resource of studies from across the world
- a set of pop-up boxes that define and explain the concepts and questions used

The template draws on the experience of GRALE I and GRALE II, and was designed by the GRALE III team with the assistance of content and technical experts brought together at UIL in November 2014.

GRALE III also places an emphasis on cooperation between UIL, the UNESCO Institute for Statistics (UIS) and the UNESCO EFA Global Monitoring Report team, but equally with relevant external partners such as the World Health Organization (WHO), the International Labour Organization (ILO) and the Organization for Economic Co-operation and Development (OECD). This ensures that existing data sources and expertise are drawn on as far as possible.

The quality of the GRALE report, and the value of the whole exercise, depends heavily on how well and fully the template is completed. This is not merely a fact-gathering exercise: GRALE III is designed to promote a dynamic, ongoing process of debate in the context of advocacy for ALE. Input from individual countries is key to that process.

We kindly ask you to complete the template to the best of your knowledge and capacity, conferring with relevant institutions and colleagues as appropriate.

To keep on schedule, we will need your replies by <u>15 August 2015</u> at the latest.

Please remember:

- Please provide responses to all questions if possible.
- You can complete the template in multiple sessions.
- You can go back and forth between the questions, so you can change or add to your answers at a later stage if you wish. Once you submit the whole document, it becomes final.
- We have a helpdesk facility at <u>grale@unesco.org</u> – please contact us if you have any problems.
- If you are unable to complete the online template, we can send you a paper copy.

Thank you for your valuable support for GRALE III.

Yours faithfully,

Arne Carlsen
Director of the UNESCO Institute for Lifelong Learning

There are 75 questions in this survey

1. Definitions of adult learning and education (ALE)

1.1. Does your country have an official definition of ALE?

Please choose **only one** of the following:

○ Yes

○ No

ALE (Adult Learning and Education) encompasses all formal, non-formal and informal or incidental learning and continuing education (both general and work-related, both theoretical and practical) undertaken by adults (as this term is defined in any one country). ALE participants will typically have concluded their initial education and training and then returned to some form of learning. But in all countries there will be young people and adults who did not have the opportunity to enrol in or complete school education by the age foreseen, and who participate in ALE programmes, including those to equip them with literacy and basic skills or as a 'second chance' to gain recognised certificates.

Adapted from *The Hamburg Declaration. The Agenda for the Future.* CONFINTEA V Fifth International Conference on Adult Education. UNESCO Institute for Education. 1997.

1.1.1. Enter the official definition of ALE here:

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '1 [v11]' (1.1. Does your country have an official definition of ALE?)

Please write your answer here:

1.2. Has the official definition of ALE changed since 2009?

Please choose **only one** of the following:

○ No

○ Yes, a little

○ Yes, a lot

1.2.1. What were the reasons for this change?

Only answer this question if the following conditions are met:
Answer was 'Yes, a lot' at question '3 [v12]' (1.2. Has the official definition of ALE changed since 2009?)

Please write your answer here:

1.3. Are literacy and basic skills a top priority for ALE programmes in your country?

Please choose **only one** of the following:

○ Yes

○ No

Literacy refers to a continuum of the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts." (UNESCO. 2004. The Plurality of literacy and its Implications for Policies and Programmes. UNESCO Education Sector Position Paper.)

Basic skills refer to the capacities and competences citizens need to be able to participate actively and sustainably in today's societies, not least (but not only) in working life. They include above all literacy, numeracy, digital competence and social and intercultural competence.

1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '5 [v13]' (1.3. Are literacy and basic skills a top priority for ALE programmes in your country?)

Please write your answer here:

A *policy* can include "a plan of action, statement of ideas, etc., proposed or adopted by a government, political party, business, etc." (Jarvis, P. 1999. International Dictionary of Adult and Continuing Education)

1.4. Would your country's ALE stakeholders agree or disagree with the following statements?
We are not asking for your personal views.

Please choose the appropriate response for each item:

	disagree	tend to disagree	tend to agree	agree
Youth education and ALE are are seen part of an integrated whole.	○	○	○	○
ALE policy addresses learning processes and teacher-learner relations.	○	○	○	○
ALE is such a diverse sector of provision that it is difficult to define precisely.	○	○	○	○
Adult learning and adult education are the same thing.	○	○	○	○
ALE and continuing vocational education and training are not integrated.	○	○	○	○
New technologies have fundamentally changed the scope of our ALE practice.	○	○	○	○
Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.	○	○	○	○
ALE policy identifies non-formal and informal learning as important.	○	○	○	○

1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?

Please choose **only one** of the following:

○ Yes

○ No

1.5.1. What areas does it cover?

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '8 [v15]' (1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?)

Please choose **all** that apply:

- ☐ Adult literacy
- ☐ Policy
- ☐ Governance
- ☐ Financing
- ☐ Participation
- ☐ Quality
- ☐ Other: _____

2. Policy: political commitment to ALE

2.1. Overall, would you say that since 2009 your country …

Please choose **only one** of the following:

○ has regressed on ALE policy?

○ is at the same level as in 2009?

○ has made significant progress on ALE policy?

2.1.1. Provide the most significant indicator of this regression here.

Only answer this question if the following conditions are met:
Answer was 'has regressed on ALE policy?' at question '10 [v21]' (2.1. Overall, would you say that since 2009 your country …)

Please write your answer here:

2.1.1. Provide the most significant indicator of this progress here.

Only answer this question if the following conditions are met:
Answer was 'has made significant progress on ALE policy?' at question '10 [v21]' (2.1. Overall, would you say that since 2009 your country …)

Please write your answer here:

2.2. Which target groups of (potential) learners are especially important in ALE policies in <u>your country</u>?
Check up to five groups.

Please select at most 5 answers

Please choose **all** that apply:

☐ Individuals seeking personal growth and widening of knowledge horizons

☐ Individuals seeking to update work-relevant knowledge and skills

☐ Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)

☐ Individuals seeking recognition for prior learning (especially non-formally and informally acquired)

☐ Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)

☐ Adults with low-level literacy or basic skills

☐ Workers in low-skill, low-wage or precarious positions

☐ Long-term unemployed people

☐ Adults living with disabilities

☐ Residents of rural or sparsely populated areas

☐ Parents and families

☐ Lone or single parents

☐ Senior citizens/retired people (third-age education)

☐ Young persons not in education, employment or training

☐ Migrants and refugees from other countries

☐ Minority ethnic, linguistic or religious minorities and indigenous peoples

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2.3. Does <u>your country</u> have a policy framework to recognize, validate and accredit non-formal and informal learning?

Please choose **only one** of the following:

○ Yes, a policy framework existed before 2009

○ Yes, a policy framework was developed after 2009

○ No

Non-formal learning is "education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. […] Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development." (UIS, 2012)

Informal learning refers to "forms of learning that are intentional or deliberate but are not institutionalised. It is consequently less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially-directed basis." (UIS, 2012)

UNESCO Institute for Statistics (UIS). 2012. *International Standard Classification of Education: ISCED 2011*. Montreal: UIS.

2.4. Since 2009, has <u>your country</u> enacted any important <u>new policies</u> with respect to ALE?

Please choose **only one** of the following:

○ Yes

○ No

2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '15 [v24]' (2.4. Since 2009, has your country enacted any important new policies with respect to ALE?)

Please write your answer here:

3. Governance in ALE

Governance **generally refers to "a government's ability to make and enforce rules, and to deliver services" (Fukuyama, 2013, p. 3).**

In respect of ALE: "Good governance facilitates the implementation of adult learning and education policy in ways which are effective, transparent, accountable and equitable. Representation by and participation of all stakeholders are indispensable in order to guarantee responsiveness to the needs of all learners, in particular the most disadvantaged." (UIL, 2009, p.7)

A *stakeholder* **can be any actor, person, organisation, institution, group or community, who has an interest or function in a specific matter. (GRALE II Explanatory Notes, p.4)**

- **Fukuyama, F.** *What Is Governance? Center for Global Development, 2013;* **UIL (UNESCO Institute for Lifelong Learning). 2010.**
- **UNESCO Institute for Lifelong Learning (UIL). 2009.** *Belém Framework for Action. Harnessing the power and potential of adult learning and education for a viable future.* **Hamburg: UIL.**
- **GRALE II Explanatory Notes, p. 4**

3.1. Which of these statements apply to your country?

Since 2009, the governance of ALE has …

Please choose the appropriate response for each item:

	disagree	tend to disagree	tend to agree	agree
increased stakeholder participation	○	○	○	○
developed more effective monitoring and evaluation systems	○	○	○	○
introduced better coordination arrangements	○	○	○	○
become more decentralized	○	○	○	○
strengthened capacity-building initiatives	○	○	○	○
strengthened inter-ministerial cooperation	○	○	○	○

3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?

Please choose **only one** of the following:

○ No, and there is no plan to do so

○ Not yet, but the government plans to do so

○ Yes

3.2.1. Describe how the government consults on ALE policy.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '19 [v32]' (3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?)

Please write your answer here:

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?

Please choose **only one** of the following:

○ Yes

○ No

3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '21 [v33]' (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?)

Please write your answer here:

4. Financing: Public investment in ALE

4.1. What percentage of public education spending currently goes to ALE?

Please choose **only one** of the following:

○ 0 – 0.4%

○ 0.5% – 0.9%

○ 1% – 1.9%

○ 2% – 3.9%

○ 4% or more

○ Do not know

Public education spending refers to all national and local government spending on primary, secondary, tertiary and adult education.

4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has

Please choose **only one** of the following:

○ increased

○ stayed about the same

○ decreased

○ Do not know

4.3. Does the government plan to increase or decrease spending on ALE?

Please choose **only one** of the following:

○ Plans to increase

○ Plans to stay about the same

○ Plans to decrease

○ Do not know

4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?

Please choose **only one** of the following:

○ Yes

○ No

4.4.1. Give details and provide references where appropriate and URL link if possible.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '26 [v44]' (4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?)

Please write your answer here:

5. Participation: access to and participation in ALE programmes

5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has…

Please choose **only one** of the following:

○ Increased

○ Stayed about the same

○ Decreased

○ Do not know – this information is not available

5.1.1. Insert the overall ALE participation rate (%) for the <u>most recent</u> year available

Only answer this question if the following conditions are met:
Answer was 'Increased' *or* 'Stayed about the same' *or* 'Decreased' at question '28 [v51]' (5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has…)

Please write your answer(s) here:

Participation rate (%)	
Reference year	
Reference age group	
Definition of 'participation'	
Data source with URL	

5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes?

Please choose the appropriate response for each item:

	Women participate more	Men participate more	Equal participation
Overall	○	○	○
General education	○	○	○
Technical and Vocational education and training (TVET)	○	○	○
Literacy	○	○	○
Non-formal and informal education	○	○	○

General education refers to "education programmes that are designed to develop learners' general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare students for more advanced education programmes at the same or higher ISCED levels and to lay the foundation for lifelong learning. General education programmes are typically school- or college-based. General education includes education programmes that are designed to prepare students for entry into vocational education but do not prepare for employment in a particular occupation, trade, or class of occupations or trades, nor lead directly to a labour market-relevant qualification." (UIS, 2012, p. 80)

Vocational education refers to "education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market." (UIS, 2012, p. 84)

Non-formal and informal education is generally used synonymously with the phrase non-formal and informal learning, but may place the accent on supply rather than demand (that is, a more sectoral perspective).

UNESCO Institute for Statistics (UIS). 2012. *International Standard Classification of Education: ISCED 2011*. Montreal: UIS.

5.3. For each of the following groups, how has ALE participation since 2009 changed?

Please choose the appropriate response for each item:

	decreased	no change	increased	do not know
Migrants and refugees from other countries	○	○	○	○
All those seeking recognition for prior learning (especially non-formally and informally acquired)	○	○	○	○
Adults with low-level literacy and basic skills	○	○	○	○
Minority ethnic, linguistic and religious minorities and indigenous peoples	○	○	○	○
Senior citizens/the retired (Third Age Education)	○	○	○	○
The long-term unemployed	○	○	○	○
Adults living with disability	○	○	○	○
Young persons not in education, employment and training	○	○	○	○
Residents of rural and remote areas	○	○	○	○
Workers in low-skill, low-wage and precarious employment	○	○	○	○

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?

Please choose **only one** of the following:

○ Yes

○ No

5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '32 [v54]' (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?)

Please write your answer here:

6. Quality of ALE

"Quality in learning and education refers to relevant content and modes of delivery, learner-centred needs assessment, the acquisition of multiple competences and knowledge, the professionalisation of educators, the enrichment of learning environments and the empowerment of individuals and communities." (UNESCO Institute for Lifelong Learning (UIL). 2009. *Belém Framework for Action. Harnessing the power and potential of adult learning and education for a viable future.* **Hamburg: UIL.)**

6.1. Does your country systematically collect information about the following ALE outcomes?

Please choose **all** that apply:

☐ Completion rates

☐ Certificates or qualifications issued

☐ Employment outcomes (or labour market outcomes)

☐ Social outcomes in the areas of health and well-being, community cohesion

☐ None of these – this information is not systematically available

☐ Other: [   ]

6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?

Please choose **only one** of the following:

○ Yes

○ No

ALE teachers/facilitators refers to all staff employed to design/deliver ALE programmes, whether in the public, private or voluntary sector, full-time or part-time. In some countries, some or many ALE teachers/facilitators may work on a voluntary, unpaid basis.

6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?

Please choose **only one** of the following:

○ Yes, in all cases

○ Yes, in some cases

○ No

6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?

Please choose **only one** of the following:

○ Yes, with sufficient capacity

○ Yes, but inadequate capacity

○ No

Continuing, in-service education and training programmes refers here to programmes designed for those who already have experience (and perhaps initial qualifications, according to context) as ALE teachers/facilitators.

6.5. Since 2009, have there been any substantial analyses of the following issues in <u>your country</u>?

Please choose **all** that apply:

☐ Learning outcomes of ALE

☐ Quality criteria for teaching and learning, e.g. curricula and methods

☐ Diversity of providers

☐ Impact of new technologies on ALE

☐ Equity issues in ALE

☐ Barriers to ALE participation and provision

☐ Other issues

6.5.1. Give references and URL link(s).

Only answer this question if the following conditions are met:
Answer was 'Barriers to ALE participation and provision' *or* 'Other issues' *or* 'Equity issues in ALE' *or* 'Impact of new technologies on ALE' *or* 'Diversity of providers' *or* 'Quality criteria for teaching and learning, e.g. curricula and methods' *or* 'Learning outcomes of ALE' at question '39 [v65]' (6.5. Since 2009, have there been any substantial analyses of the following issues in your country?)

Please write your answer here:

6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?

Please choose **only one** of the following:

○ Yes

○ No

6.6.1. Give details and provide sources and URL links if possible.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '41 [v66]' (6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?)

Please write your answer here:

GRALE III THEMATIC SECTIONS

Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners?

Please choose the appropriate response for each item:

	not at all	somewhat	a lot	do not know
Health and well-being	○	○	○	○
Society and community	○	○	○	○
Employment and labour market outcomes	○	○	○	○

7. Health and well-being

7.1. Indicate the extent to which <u>your country's</u> ALE policy and practice

Please choose the appropriate response for each item:

	0 = not at all	1	2	3	4	5 = a great deal
Recognizes the contribution ALE can make to personal health and well-being	○	○	○	○	○	○
Follows the World Health Organization's holistic approach, including mental as well as physical health	○	○	○	○	○	○

The *World Health Organisation's holistic approach* to health and wellbeing understands health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." (WHO, 1946)

WHO. 1946. *Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference*, New York, 19-22 June, 1946

7.1.1. Explain your response here.

Please write your answer here:

7.2. Do you have evidence to show that in <u>your country</u>, ALE has a positive impact on:

Please choose **all** that apply:

☐ Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.

☐ Self-reported health

☐ Maternal health

☐ Mental health and well-being (such as self-efficacy)

☐ Preventing, but also living with, HIV/AIDS and its social consequences

☐ Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)

☐ Sexual and reproductive health

☐ Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)

☐ Healthy lifestyles (such as diet, exercise, stress reduction)

☐ Making the local environment more healthy (e.g. through community action)

☐ None of the above, but there is evidence that ALE has a positive impact on other aspects of health

☐ No evidence at all for any aspect

7.2.1. Please provide your sources.

Only answer this question if the following conditions are met:
Answer was 'Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.' *or* 'Self-reported health' *or* 'Maternal health' *or* 'Mental health and well-being (such as self-efficacy)' *or* 'Preventing, but also living with, HIV/AIDS and its social consequences' *or* 'Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)' *or* 'Making the local environment more healthy (e.g. through community action)' *or* 'None of the above, but there is evidence that ALE has a positive impact on other aspects of health' *or* 'Healthy lifestyles (such as diet, exercise, stress reduction)' *or* 'Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)' *or* 'Sexual and reproductive health' at question '46 [v72]' (7.2. Do you have evidence to show that in your country, ALE has a positive impact on:)

Please write your answer here:

7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:

Please choose the appropriate response for each item:

	1 = not important	2	3	4 = very important	do not know
Illiteracy	◯	◯	◯	◯	◯
Household income inequalities	◯	◯	◯	◯	◯
Poor quality of pedagogy, training materials, staff training and capacity	◯	◯	◯	◯	◯
Lack of access to information on ALE programmes	◯	◯	◯	◯	◯
Poor interdepartmental or inter-sectoral collaboration	◯	◯	◯	◯	◯
Community resistance	◯	◯	◯	◯	◯
Inadequate or misdirected funding	◯	◯	◯	◯	◯

7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?

Please choose **only one** of the following:

◯ Hardly at all

◯ Not much, but to an increasing extent

◯ In theory, but not much in practice

◯ Effectively and successfully

7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?

Please choose **only one** of the following:

◯ Yes

◯ No

Please write your answer(s) here:

Name of coordinating body:

Briefly describe its mandate and

activities:

8. Society and community

8.1. Do you have evidence to show that ALE has a positive impact on the following issues?

Please choose **all** that apply:

☐ Participation in social, civic and political activities

☐ Social trust

☐ Social integration/inclusion

☐ Diversity tolerance

Diversity tolerance refers to the capacity for a fair, objective, and permissive attitude toward beliefs and practices that differ from one's own.

8.1.1. Give sources for checked options.

Only answer this question if the following conditions are met:
Answer was 'Diversity tolerance' *or* 'Social integration/inclusion' *or* 'Social trust' *or* 'Participation in social, civic and political activities ' at question '52 [v81]' (8.1. Do you have evidence to show that ALE has a positive impact on the following issues?)

Please write your answer here:

8.2. To what extent are the following dimensions important for ALE policy in your country?

Please choose the appropriate response for each item:

	not at all	to a small extent	to a large extent	do not know
Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)	○	○	○	○
Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)	○	○	○	○
Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)	○	○	○	○

8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?

Please choose the appropriate response for each item:

	not at all	to a small extent	to a large extent	do not know
Multilingualism and cultural diversity	○	○	○	○
Increased access to education, literature, the arts and cultural heritage	○	○	○	○
Environmental sustainability in local communities	○	○	○	○
Active citizenship and political and community participation	○	○	○	○
Community solidarity and social justice	○	○	○	○
Democratic values and peaceful co-existence	○	○	○	○
Other	○	○	○	○

8.3.1. Please specify

Only answer this question if the following conditions are met:
Answer was 'not at all' *or* 'to a small extent' *or* 'do not know' *or* 'do not know' at question '55 [v83]' (8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country?)

Please write your answer here:

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country?

Please choose the appropriate response for each item:

	not at all	to a small extent	to a large extent	do not know
Multilingualism and cultural diversity	○	○	○	○
Increased access to education, literature, the arts and cultural heritage	○	○	○	○
Environmental sustainability in local communities	○	○	○	○
Active citizenship and political and community participation	○	○	○	○
Community solidarity and social justice	○	○	○	○
Democratic values and peaceful co-existence	○	○	○	○
None of these – adult learning and education programmes mostly have other purposes	○	○	○	○
Other	○	○	○	○

8.4.1. *Please specify*

Only answer this question if the following conditions are met:
Answer was 'not at all' *or* 'to a small extent' *or* 'do not know' at question '57 [v84]' (8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? (Other))

Please write your answer here:

[   ]

8.5. How far does the statement below reflect the policy approach in <u>your country</u>?
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.

Please choose **only one** of the following:

○ not at all

○ somewhat

○ a lot

8.6. To what extent do <u>your country's</u> ALE programmes include provisions for the development of the following cultural resources?

Please choose the appropriate response for each item:

	not at all	somewhat	a lot
Arts and crafts	○	○	○
Cultural rituals and traditional knowledge systems	○	○	○
Spirituality	○	○	○
Ecology and the environment	○	○	○
Sports	○	○	○
Dance and theatre	○	○	○

8.7. In your country, which groups are (a) the hardest to reach with ALE programmes, and (b) groups where ALE programmes have had some success?

(a) the hardest to reach with ALE programmes

Please select at most 3 answers

Please choose **all** that apply:

☐ Refugees

☐ Those with no valid residency documents (sans-papiers)

☐ Residents of rural or remote areas

☐ Residents of institutions (prisons, hospitals, etc.)

☐ Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples

☐ Migrants (not refugees) and their families

☐ People living with chronic illnesses or disabilities

☐ Senior citizens (as defined in your country)

☐ Other:

(b) groups where ALE programmes have had some success

Please select at most 3 answers

Please choose **all** that apply:

☐ Refugees

☐ Those with no valid residency documents (sans-papiers)

☐ Residents of rural or remote areas

☐ Residents of institutions (prisons, hospitals, etc.)

☐ Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples

☐ Migrants (not refugees) and their families

☐ People living with chronic illnesses or disabilities

☐ Senior citizens (as defined in your country)

☐ Other:

9. Employment and labour market

9.1. Do you have evidence to show that <u>in your country</u>, ALE has a positive impact on the following?

Please choose **all** that apply:

☐ Company/organization success (in terms of profitability, efficiency, quality of service, etc.)

☐ Innovative capacity

☐ Adaptability to change

☐ Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)

9.1.1. Provide sources for the selected options.

Only answer this question if the following conditions are met:
Answer was 'Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)' *or* 'Adaptability to change' *or* 'Innovative capacity' *or* 'Company/organization success (in terms of profitability, efficiency, quality of service, etc.)' at question '64 [v91]' (9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following?)

Please write your answer here:

9.2. Do you have evidence for the impact of ALE on the following individual issues?

Please choose the appropriate response for each item:

	Women	Men	Both	No evidence
Employability (entry into labour market, remaining in employment)	○	○	○	○
Performance in current job (individual productivity, quality of work, achievement)	○	○	○	○
Career prospects	○	○	○	○
Employee salary levels	○	○	○	○
Job satisfaction, motivation and commitment to work	○	○	○	○
Continuing professional and skills development leading to recognized certification or qualification	○	○	○	○

9.2.1. Provide sources for the selected options.

Please write your answer here:

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country?

Please choose the appropriate response for each item:

	Perceived **productivity** effect				Perceived **employment** effect			
	Strong	Modest	No effect	Do not know	Strong	Modest	No effect	Do not know
Literacy and basic skills	○	○	○	○	○	○	○	○
Initial vocational education and training	○	○	○	○	○	○	○	○
Continuing vocational education and training	○	○	○	○	○	○	○	○
Informal workplace learning	○	○	○	○	○	○	○	○
Company training	○	○	○	○	○	○	○	○
Self-directed learning	○	○	○	○	○	○	○	○
Advanced professional education	○	○	○	○	○	○	○	○
Distance education and e-learning	○	○	○	○	○	○	○	○

9.4. Since 2009, have there been any major surveys or studies in <u>your country</u> that assess the outcomes or results of ALE programmes for employment and the labour market?

Please choose **only one** of the following:

○ Yes

○ No

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

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '69 [v94]' (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?)

Please write your answer here:

Who took part in preparing your national report?

> **Who took part in preparing your national report?**

Government ministries

Please choose **all** that apply:

- ☐ Education
- ☐ Social affairs
- ☐ Health
- ☐ Labour/employment
- ☐ Other: _____

Civil society organizations/NGOs

Please choose **all** that apply:

- ☐ Adult learning and education agencies/providers
- ☐ Research institutes/universities
- ☐ Social partners
- ☐ Other: _____

If you need to explain your response to the above question, please do so here.

Please write your answer here:

Thank you for your valuable support for GRALE III.
Yours faithfully,

Arne Carlsen
Director of the UNESCO Institute for Lifelong Learning