

## Monitoring survey results for Guinea-Bissau

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identifies non-formal and informal learning as important.1  1.5. Has your country formulated a CONFINTEA VI	are not asking for your personal views. [ALE policy	
important.1 1.5. Has your country formulated a CONFINTEA VI		
	important.1	
action plan following the BFA?	1.5. Has your country formulated a CONFINTEA VI	
	action plan following the BFA?	No

1.5.1. What areas does it cover? [Adult literacy]	Makaalaakad
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
TIOLE What alload doos it dovor. [I alta ipadon]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your	
country	has regressed on ALE policy?
2.1.1. Provide the most significant indicator of	
this regression here. 2.1.1. Provide the most significant indicator of	Malgrès l'adoption d'unne Loi d'orientation du système éducatif (Lei de Bases, 2011)
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 horizonsl	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	Yes
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Women and	
men in mid-life transitions (e.g. change in employment status; personal, health and family	
challenges)]	Yes
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners	Not selected
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	Not selected
are especially important in ALE policies in your	
country? Check up to five groups. [Adults with low-	
level literacy or basic skills1	Yes
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Workers in low-skill. low-wage or precarious positions]	Yes
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Long-term	
unemploved people1	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Residents of	
rural or sparsely populated areas	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your country? Check up to five groups. [Parents and	
families]	Not selected

0.0 140: 1.1	
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	
parentsl	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	
, , , , , , , , , , , , , , , , , , , ,	Not colocted
citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Young persons	
not in education, employment or training]	
	Yes
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Migrants and	
	Not selected
refugees from other countries	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Minority	
ethnic, linguistic or religious minorities and	
indigenous peoples	Not selected
2.3. Does your country have a policy framework	
to recognize, validate and accredit non-formal	
and informal learning?	Yes, a policy framework existed before 2009
2.4. Since 2009, has your country enacted any	100) a policy framework existed seroic 2005
	Vac
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.	
	Loi d'orientation du système éducatif (Lei de Bases, 2011)
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[increased stakeholder participation]	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	
evaluation systems	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements ]	
3.1. Which of these statements apply to your	
country? Since 2009, the 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]	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
[2.3.0.18.1.10.1.11.1.1.1.1.1.1.1.1.1.1.1.1.	
3.2. Since 2009, has your government consulted	
stakeholders and civil society about the	
formulation, implementation and evaluation of	
ALE policies?	Not yet, but the government plans to do so
3.2.1. Describe how the government consults on	
ALE policy.	
3.3. Has there been any significant	
innovation/development in ALE governance in	
your country since 2009 that could be of interest	
	#NULL!
to other countries?	#INOLL:
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?	1% – 1.9%
4.2. Between 2009 and 2014, public spending	
on ALE as a proportion of public education	
spending in my country has	increased
.,,,,	

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?	
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	Do not know – this information is not available
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	Alpha TV. Effectif: 15.064 (2010-2014) contre 15.009 (2002-2003)
rate (%)] 5.1.1. Insert the overall ALE participation rate (%)	Alpha 17. Lifectii. 13.004 (2010-2014) contre 13.003 (2002-2003)
for the most recent year available [Reference	
year]	Alpha TV (2010-2014); Autres (2002-2003)
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	
group]	Alpha TV +13 ans; Autres 15 ans +
5.1.1. Insert the overall ALE participation rate (%)	Alaba TV//live ácrive et compter langue efficielle. Dertuggie). Autres (live ácrive compter et
for the most recent year available [Definition of 'participation']	Alpha TV (lire, écrire et compter; langue officielle - Portugais); Autres (lire, écrire, compter et entrepenariat; langues nationales + portugais]
5.1.1. Insert the overall ALE participation rate (%)	end eponemial, rungues ructionales i portuguis,
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]	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%) in ALE programmes? [General education]	
in ALL programmes: [deneral education]	Men participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Technical and Vocational	
education and training (TVET)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%)	
in ALE programmes? [Literacy]	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	
education1	Women participate more
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Migrants and refugees from other countries]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [All those	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	
5.3. For each of the following groups, how has	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Minority	
ethnic, linguistic and religious minorities and	
indigenous peoples	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior	
citizens/the retired (Third Age Education)]	
Stazono, the retired (Tillid Age Education)]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [The long-	
term unemployed]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults living with disability]	
inving with the ability	

5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Young	
persons not in education, employment and	
training	
5.3. For each of the following groups, how has	
ALE participation since 2009	
changed?[Residents of rural and remote areas]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Workers	
in low-skill, low-wage and precarious	
employment1	
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?	
S	Not selected
[Completion rates] 6.1. Does your country systematically collect	inot science
information about the following ALE outcomes?	
[Certificates or qualifications issued]	
[octanidates of quantitations issued]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	
outcomes)]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Social outcomes in the areas of health and well-	
being. community cohesion1	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[None of these – this information is not	
systematically available]	Yes
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 some 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]	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Voc
[Diversity of providers] 6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country? [Impact of new technologies on ALE]	
[impact of fiew technologies off ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Equity issues in ALE]	Yes
,	

6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	Not selected
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Other issues]	Yes
6.5.1. Give references and URL link(s).	RESEN/2008, (2011,2015,actualise); PASEC/2015,ILAP2 (etude sur la pauvrete), MICS-
	5/2014NB.Faute de politique et de mise en oeuvre du cadre d'action de Belém, les études referenciées mettent en relief l'importance/inncidence des facteurs éducatifs (formels et non
	formels) dans l'amélioration des conditions de vie des populations. Une édutude
	diagnostique du sous-secteur non formel est envisagé
6.6. Has your government introduced any	- C
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	
countries?	#NULL!
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]	
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 7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health	
and well-being	4
7.1. Indicate the extent to which your country's	
ALE policy and practice [Follows the World Health	
Organization's holistic approach, including mental as well as physical health1	3
7.1.1. Explain your response here.	
	Les résultats du MICS-5/2014 montrent quelques améliorations dans le domaine de la santé
	des enfants et des femmes enceintes:couverture vaccionale BCG (12-23 mois)=93,5%; polio=82,2%; diphterie,toux convulcive,tétanos; (DPT)=82,9; contre fièvre jaune=74,9%;
	alaitement des enfants par les seins de la mère=98,%; population qui dorment sous un
	moustiquaire imprgnée (MII)=74,7%; femmes enceintes qui dorment sous un MII=77,3%.
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.l	Yes
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]	Yes
7.2. Do you have evidence to show that in your	163
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	Yes
social consequences 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)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual	
and reproductive health]	Yes

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)]	
(cutif as alassess, fisare alseass, filefilms) syj	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)]	Yes
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)]	Yes
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	Not selected
evidence at all for any aspect 7.2.1. Please provide your sources.	Not selected
	MICS-5/2014; RESEN/Fev,2013 (Chapitre 6:Efficacité externe du système éducatif dans le
7.3. For your country, indicate how important the	domaine social); ILAP 2,2010 (Etude sur la pauvreté); Etude CAP/2015 (sida, TB, Paludisme).
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Illiteracy] 7.3. For your country, indicate how important the	4 = very important
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Household income inequalities] 7.3. For your country, indicate how important the	4 = very important
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor quality of pedagogy, training materials, staff	
training and capacityl 7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Lack of access to information on ALE programmes]	3
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral	
collaboration1	3
7.3. For your country, indicate how important the	
following are as factors influencing the effectiveness of ALE for health and well-being:	
[Community resistance]	
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	4 = very important
7.4. How far do different stakeholders (public	
education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the	
design and delivery of ALE programmes in your	
country?	In theory, but not much in practice
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for	
promoting personal health and well-being?	
[Name of coordinating hadus]	Yes
[Name of coordinating body:] [Briefly describe its mandate and activities:]	DGEnF/MEN (DG/alphabétisation et éducation des adultes Voir Lei de Bases
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues?	
[Participation in social, civic and political activities	Not selected
	HOL SCIECTED

8.1. O you have evidence to show that ALE has a positive image; not the following issues? (Sobrail integration/inclusion) 8.1. O you have evidence to show that ALE has a positive impact on the following issues? (Sobrail integration/inclusion) 8.1. O you have evidence to show that ALE has a positive impact on the following issues? (Sobrail integration) 8.1. O what extent are the following dimensions important for ALE policy in your country? (Non-economic outcomes and benefits for individuals (such as personal development, quelty of fife, well-being and social and cultural participation) 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 social relations, active and sustainable communities, and social relations, active and sustainable communities, and social relations, active and sustainable communities, and social relations, active and sustainable incommunities and social relations, and social relations and social relations. Increation, the arts and cultural horizoned for the programmes contribute to strengthening the following cultural and social resources in your country? (Plomoninty solidarily and social resources in yo		mènent des activités d'alphabétisation. La création d'un environnement lettré et d'autres actions dans le non formel, participent à renforcer les resources culturelles et sociales
8.1. O you have evidence to show that ALE has a positive impact on the following issues? (Social integration/neusion) 8.1.0 you have evidence to show that ALE has a positive impact on the following issues? (Diversity toterance) 8.1.1 of the sources for checked options. 8.2.1 owns to stort are the following dimensions important for ALE policy in your country? (None-conomic outcomes and benefits for individuals (south as personal development, quality of life, well-being and social and cultural participations) 8.2. To what extent are the following dimensions important for ALE policy in your country? (None-conomic outcomes and benefits for collective and cell-society such as possible and trustful social relations, active and sustainal social relations, active and social relations and soci	8.3.1. Please specify	· ·
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity toterance] 8.1.1. Give sources for checked options. 8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for inclinivations important for ALE policy in your country? [Noneconomic outcomes and benefits for collective and civil society (such as positive and trusts) social restorance, active and sustained social restorance and benefits for collective and civil society (such as positive and trusts) social restorance, active and sustained social restorance and benefits for collective and civil society (such as positive and trusts) social restorance and benefits for collective and social social restorance and benefits for collective and social social restorance and benefits for collective and social restorance and benefits for collective and social restorance and benefits for collective and social restorance and social restorance and social restorance in your country? [Multilingualism and cultural adversity] [Economic returns for individuals, communities and social resources in your country? [Multilingualism and cultural diversity] to a large extent  8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Pomoremental sustainable in the following cultural and social resources in your country? [Pomoremental sustainable social integration and social resources in your country? [Pomoremental sustainable social integration and social resources in your country? [Pomoremental sustainable social integration and social resources in your country? [Pomoremental sustainable social integration and social resources in your country? [Pomorement and social resources in your country? [Pomorement and social resources in your country? [Pomorement source	country? [Other]	to a small extent
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social interaction/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 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]] 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 sociely (such as possitive dand fursiful social relations, active and sustainable communities, and social integration)] 8.2. To what extent are the following dimensions important for ALE policy in your country? [Romomic outcomes and benefits for collective and sociely (such as employability, innovation capacity, financial autonomy, lining standards, skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] or country? [Multilingualism and cultural diversity] or the area and cultural programmes contribute to strengthening the following cultural and social resources in your country? [Noth extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Noth extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Noth extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? (Pomomertial 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? (Pomomertial sustainability in local communities) 8.3. To what extent do literacy and basic skills programmes contri	programmes contribute to strengthening the	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? (Social integration/inclusion) 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? (Diversity tolerance) 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 (social an estronal development, rought) of the well-being and social and cultural participation)] 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 sociely (such as possible and civil sociely (such as possible and civil sociely (such as possible 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 your country? (Romemormanites, and social integration)] 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 diversiby) 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? (Purtorimental 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? (Purtorimental 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? (Purtorimental 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? (Purtorimental sustainability in local communities) 8.3. To what extent do literacy and basic skills programmes c	existencel	to a small extent
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclasion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 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)] 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 social (such as personal development, quality of life, well-being and social integration)] 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 social (such as positive and trustrul social relations, active and sustainable communities, and social integration)] 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 social (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? [Increased access to education, literature, the arts and cultural herinae] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Normemental 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? [Normemental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resour	_	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? (Social interation/inclusion) 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? (Diversity tolerance) 8.1. 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)) 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)] 8.2. To what extent are the following dimensions important for ALE policy in your country? (Processor and society (such as positive and trustful social relations, active and sustainable communities, and social integration)] 8.2. To what extent are effollowing dimensions important for ALE policy in your country? (Economic returns for individuals, communities and social relations, using 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? (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? (Pincreased access to education, literature, the arts and cultural betriate) 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? (Pincreased access to education, literature, the arts 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? (Activ	programmes contribute to strengthening the	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 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)] 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)] 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 usstainable communities, and social integration)] 8.3. 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)] 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] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Extre citizenship and political and communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Extre citizenship and political and communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following c		to a small extent
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 8.1.1. Give sources for checked options. 8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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? [Noneconomic 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 your country? [Noneconomic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable 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 do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [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? [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? [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? [Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes con		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 8.1. 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)] 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)] 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 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? [Multilingualism and cultural diversity] to a large extent 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [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? [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? [Environmental sustainability in local communities and social resources in your country? [Enviro	programmes contribute to strengthening the	
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8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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? [Noneconomic 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?  to a small extent		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 8.1.1. Give sources for checked options. 8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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? [Noneconomic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social Integration]  Not selected  Not selected  Not selected  Not selected  Not selected  **Not selected**  **Output Selected**  **Not selected**  **Output Selected**  **Not selected**  **Output Selected**  **Output Selected**  **Output Selected**  **		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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? [Noneconomic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable		to a small extent
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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? [Noneconomic outcomes and benefits for collective	,	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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? [Noneconomic outcomes and cultural participation)]  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and cultural participation)]		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]  Not selected  Not selected  to a small extent		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic 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	to a small extent
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1. Give sources for checked options.  8.2. To what extent are the following dimensions		
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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	tolerance]	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	integration/inclusion]	Not selected
	·	Not selected
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social	-	

8.4. To what extent do ALE programmes in	
· -	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Multilingualism and cultural diversity]	to a large of the state of
0.4.7	to a large extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Increased access to education, literature, the	
arts and cultural heritagel	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 and community	
participation	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?	
[Community solidarity and social justice]	to a small extent
O 4 To substitute de ALE and succession	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?	
[Democratic values and peaceful co-existence]	
	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?	
[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	a lot
numbers. 8.6. To what extent do your country's ALE	u lot
programmes include provisions for the	
development of the following cultural 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	
svstemsl	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Spirituality]	
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]	
10portoj	

8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Dance and theatre]	
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-	
,	Not selected
papiers)] (a) the hardest to reach with ALE programmes	Not selected
	Not calcated
[Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes	
[Residents of institutions (prisons, hospitals,	
etc.)]	Yes
(a) the hardest to reach with ALE programmes	
[Members of cultural, ethnic, linguistic and	
religious minority groups and indigenous peoples]	
	Not selected
(a) the hardest to reach with ALE programmes	
[Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes	
[People living with chronic illnesses or disabilities	
1	Yes
(a) the hardest to reach with ALE programmes	
[Senior citizens (as defined in your country)]	Yes
(a) the hardest to reach with ALE programmes	
[Other] Groups where ALE programmes have had some	
success [Refugees]	Yes
(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	Not selected
indigenous peoples	INOT Selected
(b) groups where ALE programmes have had	
some success [Migrants (not refugees) and their	
families]	Not selected
(b) groups where ALE programmes have had	
some success [People living with chronic	
illnesses or disabilities ]	Not selected
(b) groups where ALE programmes have had	
some success [Senior citizens (as defined in your	
country)]	Not selected
(b) groups where ALE programmes have had	
some success [Other]	Femmes developpant des activités génératrices de rendements
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,	
	Yes
etc.)] 9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	Not solocted
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]	Yes
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)]	Not selected

9.1.1. Provide sources for the selected options.	RESEN/2013 (Chapitre 6:Efficacité externe du système éducatif dans le domaine sociale)À rappeler que la Guinée-Bissau n'a pas encore mis en oeuvre le Cadre d'action de Belém
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	appear que la camba assaul na pas enece una en ceu acut e la cause a camba a posicin
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)]	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	
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]	
9.2.1. Provide sources for the selected options.	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Modest
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]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal	Modest
workplace learning  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company	
training 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company	Modest
training	Modest

on productivity in your country? [Self-directed learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  9.4.1. Give details and provide references and		
on productivity in your country? [Self-directed learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  9.4.1. Give details and provide references and	9.3. How strongly do ALE policymakers perceive	
learning    Modest	the effects of the following kinds of ALE provision	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  9.4.1. Give details and provide references and	on productivity in your country? [Self-directed	
the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]  3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  No  No	learning	Modest
on employment in your country? [Self-directed learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  No  No	9.3. How strongly do ALE policymakers perceive	
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on productivity in your country? [Advanced brofessional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  No  No  No	9.3. How strongly do ALE policymakers perceive	
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[Advanced professional education]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]  9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]  9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?  No  9.4.1. Give details and provide references and	the effects of the following kinds of ALE provision	
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employment and the labour market? No 9.4.1. Give details and provide references and	surveys or studies in your country that assess the	
9.4.1. Give details and provide references and	outcomes or results of ALE programmes for	
·	employment and the labour market?	No
URL links if possible.	9.4.1. Give details and provide references and	
	URL links if possible.	