

Monitoring survey results for Jamaica

UNESCO Region	Latin America and the Caribbean
1.1. Does your country have an official definition	
of ALE?	
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	The purpose of the National Lifelong Learning Policy is to foster a climate that allows for continuous engagement by the population with knowledge and skills acquisition, leading to enhanced personal and national productivity and employability as well as active citizenship, strong families, a healthy population and personal fulfilmentPolicy goals are to: 1) Develop and foster a culture of learning that includes and benefits every citizen, inclusive of persons with disabilities2) Provide an enabling environment nationwide that ensures access to lifelong learning3) Develop and sustain an enlightened, thinking and competent population.
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are are seen part of an integrated whole.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	agree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	Yes
1.5.1. What areas does it cover? [Adult literacy]	Yes
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? [Governance]	Yes
1.5.1. What areas does it cover? [Financing]	Yes
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
1.5.1. What areas does it cover? [Other]	Partnership
2.1. Overall, would you say that since 2009 your country	is at the same level as in 2009?
2.1.1. Provide the most significant indicator of	
this regression here. 2.1.1. Provide the most significant indicator of	
this progress here. 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of	Not selected
knowledge horizons] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low- level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low- skill, low-wage or precarious positions]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Yes
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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	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 refugees from other countries]	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. [Minority ethnic,	
linguistic or religious minorities and indigenous	
peoples]	Vac. a policy framework evicted before 2000
2.3. Does your country have a policy framework to	Yes, a policy framework existed before 2009
recognize, validate and accredit non-formal and informal learning?	
2.4. Since 2009, has your country enacted any	
important new policies with respect to ALE?	
2.4.1. Provide the name of the policy, the year of	
adoption and if possible a link to the document.	
3.1. Which of these statements apply to your	disagree
country? Since 2009, the governance of ALE has	
[increased stakeholder participation]	
3.1. Which of these statements apply to your	disagree
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	
evaluation systems] 3.1. Which of these statements apply to your	disagree
country? Since 2009, the governance of ALE has	uisagiee
[introduced better coordination arrangements]	
3.1. Which of these statements apply to your	disagree
country? Since 2009, the governance of ALE has	
[become more decentralized]	
3.1. Which of these statements apply to your	disagree
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	
3.1. Which of these statements apply to your	disagree
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
2.0. Since 2000, here using for any amount executed	No, and there is no plan to do co
3.2. Since 2009, has your government consulted stakeholders and civil society about the	No, and there is no plan to do so
formulation, implementation and evaluation of ALE policies?	
3.2.1. Describe how the government consults on	
ALE policy.	
3.3. Has there been any significant	No
innovation/development in ALE governance in	
your country since 2009 that could be of interest	
to other countries?	
3.3.1. Give details here. Provide sources and	
hyperlinks (URLs) if possible.	
4.1. What percentage of public education	4% or more
spending currently goes to ALE?	
4.2. Between 2009 and 2014, public spending on	stayed about the same
ALE as a proportion of public education spending	
in my country has	Do not know
4.3. Does the government plan to increase or	
decrease spending on ALE?	

4.4. Has your government introduced any significant innovation in ALE financing since 2009 significant innovation is not available (approximation or the since 2009 significant innovation is not available) 4.4.1. Give details and provide references where appropriate and URL link if possible. Do not know - this information is not available 5.1. Since 2009 and for the adult population rate (%) for the most recent year available [Participation rate (%) for the most recent year available [Participation rate (%) for the most recent year available [Definition of participation rate (%) for the most recent year available [Definition of participation] Do not know - this information is not available 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of participation] Do not know - this information is not available 5.2. Must differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Central and vocational and vocational and vocational and vocational education and training (IVET)] Men participate more and men in terms of their participation rates (%) in ALE programmes? [Central and vocational an		
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ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]		
seeking recognition for prior learning (especially non-formally and informally acquired)]		
non-formally and informally acquired)]		
5.3. For each of the following groups, how has do not know	non-tormany and mormany acquired)	
	5.3. For each of the following groups, how has	do not know
ALE participation since 2009 changed? [Adults	ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills]	with low lovel 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 peoples1	
5.3. For each of the following groups, how has	do not know
ALE participation since 2009 changed? [Senior	
citizens/the retired (Third 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]	
5.3. For each of the following groups, how has	do not know
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	do not know
ALE participation since 2009 changed? [Workers	
in low-skill, low-wage and precarious employment]	
5.4. Has your government introduced any	No
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	Yes
information about the following ALE outcomes?	
[Completion rates]	
6.1. Does your country systematically collect	Yes
information about the following ALE outcomes?	
[Certificates or qualifications issued]	
6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[Employment outcomes (or labour market	
outcomes)]	
6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[Social outcomes in the areas of health and well-	
being, community cohesion]	
6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[None of these – this information is not	
systematically available]	
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Other]	

6.2. Are there initial, pre-service education and	No
training programmes for ALE teachers/facilitators	
in your country? 6.3. Are initial, pre-service qualifications a	No
requirement to teach in ALE programmes?	
6.4. Are there continuing, in-service education	Yes, but inadequate capacity
and training programmes for adult education	
teachers/facilitators in your country?	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Learning outcomes of ALE]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Quality criteria for teaching and learning, e.g. curricula and methods]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Diversity of providers]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Equity issues in ALE] 6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Other issues]	
6.5.1. Give references and URL link(s).	
6.6. Has your government introduced any	No
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	
countries? 6.6.1. Give details and provide sources and URL	
links if possible.	
Since 2009, how much has the knowledge base	do not know
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Health and well-being]	
Since 2009, how much has the knowledge base	do not know
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	do not know
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Employment and labour market	
outcomesl	
7.1. Indicate the extent to which your country's	0 = not at all
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	
well-being]	

7.1.1. Explain your response here. Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Maternal health] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Maternal health] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Prevention] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Prevention] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Prevention] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Prevention] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Sexual and reproductive health] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positive impact on: [Sexual and reproductive health] Not selected 7.2. Do you have evidence to show that in your country. ALE has a positi	7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	0 = not at all
country. ALE has a positive impact on: [Self- reported health]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mettal health and well-being (such as self-efficacy)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing and control of other infectious diseases, including 	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	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Metran health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Metran health and well-being (such as self-efficacy)] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Neaterse] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action]] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on: [No	country, ALE has a positive impact on: [Self-	Not selected
country, ALE has a positive impact on: [Mental heath and well-being (such as self-efficacy)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Preventing, but also living map the impact on: (Healthy lifestyles (such as diet, exercise, stress reduction)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Making the local environment more healthy (e.g. through community action)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to	7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal	Not selected
country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living mith, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Heathy]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Heathy]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Making the local environment more healthy (e.g. through community action)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Not with a spositive impact on: (Not with a spositive impact on: (Not selected)Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Not selected)Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Not selected)Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: (Not selected)Not selected<	country, ALE has a positive impact on: [Mental	Not selected
country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]Not selected7.2. 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 selected7.2. 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 selected7.2. Do you have evidence to show that in your country, ALE has a positive imp	country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its	Not selected
country, ALE has a positive impact on: [Sexual and reproductive health]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses 	country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer'S)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]Not selected7.2. 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 selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]Yes	country, ALE has a positive impact on: [Sexual and	Not selected
country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]Not selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]Not selected7.2. 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 selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on : [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]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	Not selected
country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]Not selected7.2. 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 selected7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]Yes	country, ALE has a positive impact on: [Healthy	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health] Not selected 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect] Yes	country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through	Not selected
country, ALE has a positive impact on: [No evidence at all for any aspect]	7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a	Not selected
	country, ALE has a positive impact on: [No evidence at all for any aspect]	Yes

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:	
[Illiteracv] 7.3. For your country, indicate how important the	4 - von important
	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 capacity]	
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:	
[Lack of access to information on ALE	
programmes	
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 interdepartmental or inter-sectoral	
collaboration]	
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:	
[Community resistance]	
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:	
[Inadequate or misdirected funding]	
7.4. How far do different stakeholders (public	Hardly at all
education agencies, public health agencies,	
NGOs, private providers, etc.) collaborate in the	
design and delivery of ALE programmes in your	
countrv?	
7.5. Does your country have an interdepartmental	No
or cross-sectoral coordinating body for ALE for	
promoting personal health and well-being?	
[Name of coordinating body:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues?	
[Participation in social, civic and political activities	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues? [Social	
trust]	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues? [Social	
integration/inclusion]	
8.1. Do you have evidence to show that ALE has a	Not selected
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)] do not know 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for callective and civil sociely (such as positive and trustful sociel relations, active and sustainable communities, and social integration)] do not know 8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and social integration)] do not know 8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and social integration)] do not know 8.3. To what extent do literacy and basis skills programmes contribute to strengthening the following cultural and social resources in your country? [Nutrilingualism and cultural diversity] do not know 8.3. To what extent do literacy and basis skills programmes contribute to strengthening the following cultural and social resources in your country? [Nutrilingualism and cultural heritaze] do not know 8.3. To what extent do literacy and basis skills programmes contribute to strengthening the following cultural and social resources in your country? [Nutrilingualism and cultural heritaze] do not know 8.3. To what extent do literacy and basis skills programmes contribute to strengthening the following cultural and social resources in your country? [Nutrilingualism and cultural ext		
important for ALE policy in your country? [Non- economic outcomes and benefits for collective and civil sociel (such as positive and trustful social relations, active and sustainable communities, and social integration)]do not know8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and sociely (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multifugualism and cultural diversity]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multifugualism and social resources in your country? [Multifugu	important for ALE policy in your country? [Non- economic outcomes and benefits for individuals (such as personal development, quality of life,	do not know
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 	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	do not know
programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]do not know8.3. 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 heritaze]do not know8.3. 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 	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	do not know
programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [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? [Active citizenship and political and community participation]8.3. To what extent do literacy and basic skills programmes contribute to strengthening the 	programmes contribute to strengthening the following cultural and social resources in your	
programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]do not know	programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education,	do not know
 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful coexistence] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful coexistence] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful coexistence] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other] 	programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local	
programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence]do not know8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your 	8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and	do not know
programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co- existence] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	programmes contribute to strengthening the following cultural and social resources in your	do not know
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-	do not know
	8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	

8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Multilingualism and cultural diversity]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Increased access to education, literature, the	
arts and cultural heritage1	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Environmental sustainability in local communities]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Active citizenship and political and community	
participation	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Community solidarity and social justice]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in	do not know
general contribute to strengthening the following	do not know
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	somewhat
policy approach in your country? Youth and adult	
literacy and basic skills programmes are not	
directed towards social and cultural development	
- they teach people to read, write and deal with	
numbers.	
8.6. To what extent do your country's ALE	
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] 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Sports]	
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	Not selected
programmes? [Refugees]	
(a) the hardest to reach with ALE programmes	Not selected
[Those with no valid residency documents (sans-	
papiers)]	
(a) the hardest to reach with ALE programmes	Yes
[Residents of rural or remote areas]	
(a) the hardest to reach with ALE programmes	Not selected
[Residents of institutions (prisons, hospitals, etc.)]	
(a) the hardest to reach with ALE programmes	Not selected
[Members of cultural, ethnic, linguistic and	
religious minority groups and indigenous peoples]	
(a) the hardest to reach with ALE programmes	Not selected
[Migrants (not refugees) and their families]	
(a) the hardest to reach with ALE programmes	Yes
[People living with chronic illnesses or disabilities]	
· · · · · · ·	
(a) the hardest to reach with ALE programmes	Yes
[Senior citizens (as defined in your country)]	
(a) the hardest to reach with ALE programmes	
[Other] Groups where ALE programmes have had some	Not selected
Groups where ALE programmes have had some	Not selected
success [Refugees] (b) groups where ALE programmes have had	Not selected
some success [Those with no valid residency	
documents (sans-papiers)] (b) groups where ALE programmes have had	Not selected
some success [Residents of rural or remote areas]	
(b) groups where ALE programmes have had	Yes
some success [Residents of institutions (prisons,	
hospitals, etc.)]	
(b) groups where ALE programmes have had	Not selected
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples]	
(b) groups where ALE programmes have had	Not selected
some success [Migrants (not refugees) and their	
families]	

<i></i>	
(b) groups where ALE programmes have had	Not selected
some success [People living with chronic illnesses	
or disabilities]	Net estaded
(b) groups where ALE programmes have had	Not selected
some success [Senior citizens (as defined in your	
country)]	Verith : a linette che al and Manin la a
(b) groups where ALE programmes have had	Youth i.e Unattached and Workplace
some success [Other]	Not extended
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	
etc.)]	Net colocted
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Innovative capacity]	Nat aslasted
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Adaptability to change] 9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)] 9.1.1. Provide sources for the selected options.	
3.1.1. FIGNICE Sources for the selected options.	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Employability	
(entry into labour market, remaining in	
employment)]	
9.2. Do you have evidence for the impact of ALE	No evidence
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	No evidence
on the following individual issues? [Career	
prospects]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Employee	
salary levels]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	
9.2. Do you have evidence for the impact of ALE	No evidence
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.	There is no evidence because no surveys have been conducted
	on adult literacy and its impact on critical aspects of the society.
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and	
basic skills]	

9.3. How strongly do ALE policymakers perceive Strong 1.4. effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on 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 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 productivity in your country? [Informal workplace learning] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal work
on employment in your country? [Literacy and basis 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] 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] [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] 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] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning] 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning] 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] 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 productivity in your country? [Company training]
basic skills] 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong on employment in your country? [Continuing Strong vocational education and trainingl Strong 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong on productivity in your country? [Informal Strong workolace learning! Strong 9.3. How strongly do ALE policymakers perceive Strong the effects of the following kinds of ALE provision Strong on employment in your country? [Informal Strong 9.3. How strongly do ALE policymakers perceive<
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]Strong9.3. 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]Strong9.3. 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]Strong9.3. 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]Strong9.3. 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]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on
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on productivity in your country? [Self-directed
learning]
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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 Strong
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 Strong
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 Modest
the effects of the following kinds of ALE provision
the effects of the following kinds of ALE provision on productivity in your country? [Distance

9.3. How strongly do ALE policymakers perceive	Modest
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	No
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	
URL links if possible.	