GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Monitoring survey results for Palau

UNESCO Region	East Asia and the Pacific
1.1. Does your country have an official definition	Vaa
of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Anyone who has not completed high school his/her high
	school diploma, is 18 years of age and has not been in
	school for at least one year.
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 Palau Adult Education is to help and
	provide the training and services to improve the out of
	school youth and educationally disadvantaged adults to
	achieve their High School Equivalency Diploma and be able
	to pursue their education in post secondary education or
	earn employability skills, life skills that will enable them into
	a planned dynamic and cooperative lives and become
	productive citizens of the Republic of Palau.In order to
	enhance the Palau Adult Education Program, the following
	are some of the activities: Career development courses
	for adult learners that includes career readiness & career
	exploration • Partnership with Palau Community
	CollegeVocational Certification Program (VCP) to invest in a
	skilled Palauan citizen workforce and creating a tax
	_
	incentive for businesses to hire the said vocationally
	certified students.*Adult education teachers are currently
	taking professional development course with general
	education teachers in the areas of language arts, science,
	social and math provided by Ministry of
	Education*Conference and other PD specifically for adult
	learners
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
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1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	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 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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	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.]	tend to disagree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	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	is at the same level as is 20000
country	is at the same level as in 2009?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals skills] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals skills] 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 (especial) non-formally and informally acquired)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especial) non-formally and informally acquired)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especial) non-formally and informally acquired)] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low level literacy or basis skills] 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 basis skills] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Vorkers in low skill, low wage or precarious positions] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Ungettern are especially important in ALE policies in your country? Check up to five groups. [Ungettern are especially important in ALE policies in y		
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[strengthened inter-ministerial cooperation]	3.1. Which of these statements apply to your	
	country? Since 2009, the governance of ALE has	
agree	[strengthened inter-ministerial cooperation]	
		agree

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	
to other countries?	No
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?	Do not know
4.2. Between 2009 and 2014, public spending on	
ALE as a proportion of public education spending	
	stayed about the same
in my country has 4.3. Does the government plan to increase or	
- ·	Do not know
decrease spending on ALE?	
4.4. Has your government introduced any	
significant innovation in ALE financing since 2009	
that could be of interest to other countries?	Na
	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	
rate (%)]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	
group] 5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Definition of	
'participation']	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source	
with URL]	
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Overall]	Monan norticinate more
	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
	Equal participation
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]	
	Equal participation
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	
education]	Equal participation
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Migrants	
and refugees from other countries]	no change
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [All those	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Minority	
ethnic, linguistic and religious minorities and	
indigenous peoples]	no change
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Senior	
citizens/the retired (Third Age Education)]	na changa
E.2. For each of the following groups, how has	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-	
term unemployed]	no change
5.3. For each of the following groups, how has	5
ALE participation since 2009 changed? [Adults	
living with disability]	no change
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Young	
persons not in education, employment and	
training]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed?[Residents	
of rural and remote areas]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Workers	
in low-skill, low-wage and precarious employment]	
in the stan, for hege and probaneds employment]	increased
5.4. Has your government introduced any	
significant innovation in ALE to improve access	
and participation since 2009 that could be of	
interest to other countries?	No
5.4.1. Give details. Provide sources and URL link	
if possible. Also include references to recent	
surveys or major studies of ALE participation in	
your country published since 2009.	
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Completion rates]	Yes

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[Impact of new technologies on ALE]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]Not selected6.5. Li Give references and URL link(s).Not selected6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to otherYou		
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analyses of the following issues in your country?Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country?[Barriers to ALE participation and provision]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country?[Barriers to ALE participation and provision]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country?[Other issues]Not selected6.5. L Give references and URL link(s).6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other		Not selected
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analyses of the following issues in your country? [Barriers to ALE participation and provision]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]Not selected6.5.1. Give references and URL link(s).Not selected6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to otherYou		
[Barriers to ALE participation and provision]Not selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]Not selected6.5.1. Give references and URL link(s).Not selected6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to otherYou		
And a constraint of the selectedNot selected6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]Not selected6.5.1. Give references and URL link(s).Not selected6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to otherYee		
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? Not selected [Other issues] Not selected 6.5.1. Give references and URL link(s). 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other	נטמוופוס נט אבב אמונוטאמנוטוו מווע אוטאוטוטון	Not selected
analyses of the following issues in your country? [Other issues]Not selected6.5.1. Give references and URL link(s).6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to otherYes	6.5. Since 2009 have there been any substantial	
[Other issues] Not selected 6.5.1. Give references and URL link(s). 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other	-	
6.5.1. Give references and URL link(s). 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other		Not selected
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other		
significant innovation regarding the quality of ALE since 2009 that could be of interest to other		
since 2009 that could be of interest to other		
Voc		
countries?		Voc
	countries?	165

6.6.1. Give details and provide sources and URL	
links if possible.	
	About two years ago, the Palau congress passed a law that
	mandate Palau Community College to establish a
	Vocational Certification Program (VCP) to invest in a skilled
	Palauan citizen workforce and creating a tax incentive for
	businesses to hire the said vocationally certified students.
	The purpose of the program is to help especially out of
	school youth and adult who lack skills in the workforce to
	get some hands on training to be able to join the workforce.
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	somewhat
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	somewhat
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]	a lot
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	0 = not at all
7.1. Indicate the extent to which your country's	
ALE policy and practice [Follows the World Health	
Organization's holistic approach, including mental	0 = not at all
as well as physical health] 7.1.1. Explain your response here.	The policy still need to be revisited and updated. We need
	to work closely with Palau Public Health services put
	together a policy that cover education and health issues in
	Palau Adult Education Policy.
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Competencies needed for health, including	
knowledge, attitudes, skills and values needed for	
prevention, accessing treatment, etc.]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Self-	
reported health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Maternal	Net colorted
health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Mental	
health and well-being (such as self-efficacy)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Preventing, but also living with, HIV/AIDS and its	
social consequences]	Not selected

7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Prevention	
and control of other infectious diseases, including	
epidemics (such as SARS, cholera, hepatitis)]	
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Sexual and	
reproductive health]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Preventing, but also living with, chronic illnesses	
(such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Healthy	
lifestyles (such as diet, exercise, stress reduction)]	
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Making	
the local environment more healthy (e.g. through	
community action)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [None of	
the above, but there is evidence that ALE has a	
positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your	Not Selected
country, ALE has a positive impact on: [No	
evidence at all for any aspect]	Not selected
7.2.1. Please provide your sources.	
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Illiteracy]	4 = very important
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	4 - ven insertent
[Household income inequalities]	4 = very important
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor quality of pedagogy, training materials, staff	4 = very important
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	4 = very important
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor interdepartmental or inter-sectoral	4 = very important
collaboration]	
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]	4 = very important

7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	4 = very important
[Inadequate or misdirected funding] 4 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?	Effectively and successfully
7.5. Does your country have an interdepartmental	
or cross-sectoral coordinating body for ALE for	
promoting personal health and well-being?	
[Name of coordinating body:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues?	
[Participation in social, civic and political activities	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Social	
	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Social	
	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Diversity	
tolerance	Not selected
8.1.1. Give sources for checked options.	
8.2. To what extent are the following dimensions	
important for ALE policy in your country? [Non-	
economic outcomes and benefits for individuals	
(such as personal development, quality of life,	
well-being and social and cultural participation)]	o a large extent
8.2. To what extent are the following dimensions	
important for ALE policy in your country? [Non-	
economic outcomes and benefits for collective	
and civil society (such as positive and trustful	
social relations, active and sustainable	
communities, and social integration)]	
to	o a large extent
8.2. To what extent are the following dimensions	
important for ALE policy in your country?	
[Economic returns for individuals, communities	
and society (such as employability, innovation	
capacity, financial autonomy, living standards,	
skills levels improvement and structural labour	
market evolution)] to	o 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? [Multilingualism and cultural diversity]	o 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? [Increased access to education,	to a large extent
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	to a large extent
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	to a large extent
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]	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? [Democratic values and peaceful co- existence]	to a large extent
8.3. To what extent do literacy and basic skills	
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Other]	
8.3.1. Please specify	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Multilingualism and cultural diversity]	
	to a 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 heritage]	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?	
[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 large 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 large extent

8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Democratic values and peaceful co-existence]	
	to a large extent
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[None of these – adult learning and education	
programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Other]	
8.5. How far does the statement below reflect the	
policy approach in your country? Youth and adult	
literacy and basic skills programmes are not	
directed towards social and cultural development	
- they teach people to read, write and deal with	alot
numbers.	a lot
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[Arts and crafts]	a 101
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	a lot
systems]	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[Spirituality]	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[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?	a lot
[Sports] 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[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-	
papiers)]	Not selected
(a) the hardest to reach with ALE programmes	
[Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes	
[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 (a) the hardest to reach with ALE programmesNot selected	
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	
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families] (a) the hardest to reach with ALE programmesNot selected	
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families] (a) the hardest to reach with ALE programmesNot selected	
[Migrants (not refugees) and their families]Not selected(a) the hardest to reach with ALE programmes	
(a) the hardest to reach with ALE programmes	
[People living with chronic illnesses or disabilities]	
Yes	
(a) the hardest to reach with ALE programmes	
[Senior citizens (as defined in your country)] Yes	
(a) the hardest to reach with ALE programmes	
[Other]	
Groups where ALE programmes have had some	
success [Refugees] Not selected	
(b) groups where ALE programmes have had	
some success [Those with no valid residency	
documents (sans-papiers)] Not selected	
(b) groups where ALE programmes have had	
some success [Residents of rural or remote areas]	
Yes	
(b) groups where ALE programmes have had	
some success [Residents of institutions (prisons,	
hospitals, etc.)] Not selected	
(b) groups where ALE programmes have had	
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples] Yes	
(b) groups where ALE programmes have had	
some success [Migrants (not refugees) and their	
families] Yes	
(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]	
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, Not selected	
etc.)] 9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Innovative capacity] Not selected	
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Adaptability to change] Not selected	
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)] Not selected	
9.1.1. Provide sources for the selected options.	

9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employability (entry into labour market, remaining in	
employment)]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Performance	
in current job (individual productivity, quality of	
work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Career	Both
prospects] 9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employee	
salary levels]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	Dath
	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Continuing professional and skills development leading to	
recognized certification or qualification]	
receptized on anoution of quantication]	Both
9.2.1. Provide sources for the selected options.	Information can be obtained from Palau Personnel Office
	and/or each Ministries.
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and	
basic skills]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	
education and training]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Initial vocational	
education and training] [Scale 2]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	
vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	Strong
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	Chrone
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? [Company training]	Chrong
	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Company	Strong
training]	otiong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Self-directed	Strong
learning1 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]	Strong
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	Strong
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]	
	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Distance	Chroner
education and e-learning]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Distance	Strong
education and e-learning]	Strong
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	
URL links if possible.	