

## Monitoring survey results for Romania

UNESCO Region	Central and Eastern Europe
1.1. Does your country have an official definition	
of ALE?	No
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed	
since 2009?	
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for	N -
ALE programmes in your country?	No
1.3.1. Describe here the key points of your	
country's policy approach to literacy and basic	
skills. 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.1	tend to agree
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE policy	
addresses learning processes and teacher-learner	
relations.1	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE is such a	
diverse sector of provision that it is difficult to	
define precisely.]	tend to disagree
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.]	
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE and	
continuing vocational education and training are	
not integrated.]	tend to agree
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [New	
technologies have fundamentally changed the	
scope of our ALE practice.]	
, , , ,	tend to agree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are	
not asking for your personal views. [Demographic	
trends (e.g. ageing societies and migration	
patterns) are making ALE policy much more	
important than it used to be.]	
	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.]	agree
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	
country	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of	
this regression here.	
2.1.1. Provide the most significant indicator of	Between 2010 and 2013, the adult participation rate in
this progress here.	longlife learning (adults aged 25-64) increased, from 1.3
	percent to 2 percent.
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 horizons1 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	Not selected
challenges)] 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	
	Yes

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]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons 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 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	Yes, a policy framework existed before 2009
informal learning?	res, a policy framework existed before 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	
important new policies with respect to ALE?	Yes
2.4.1. Provide the name of the policy, the year of	The Romanian Government adopted in june 2015 the
adoption and if possible a link to the document.	National Strategy for Lifelong Learning 2015-
	2020.http://www.edu.ro/index.php/articles/23305
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[increased stakeholder participation ]	tend to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	disagree
evaluation systems ]	uisagiee
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements ]	
	tend to disagree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[become more decentralized ]	disagree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	tend to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
	tend to disagree
3.2. Since 2009, has your government consulted	
stakeholders and civil society about the	
formulation, implementation and evaluation of ALE policies?	Yes
3.2.1. Describe how the government consults on	
ALE policy.	
	Along the eleberation of the National Strategy on Lifelang
	Along the elaboration of the National Strategy on Lifelong
	Learning, widespread public consultations were
	undertaken. These consultations included the participation
	of representatives from the Government, education and
	training providers, employers, as well as social partners. An
	online consultation was conducted in addition to face-to-
	face group discussions, organized in six of the eight
	development regions in Romania.In total, more than 530
	stakeholders in Romania were consulted at all levels,
	including face-to-face meetings with 49 persons at the
	central level and 103 at the regional and local levels. In
	addition, 386 stakeholders responded to an online survey.
3.3. Has there been any significant	
innovation/development in ALE governance in	
your country since 2009 that could be of interest	No
to other countries? 3.3.1. Give details here. Provide sources and	
hyperlinks (URLs) if possible.	

4.1 What percentage of public education	
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	
	Do not know
in my country has 4.3. Does the government plan to increase or	
decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any	
significant innovation in ALE financing since 2009	
that could be of interest to other countries?	
	No
4.4.1. Give details and provide references where	
appropriate and URL link if possible.	
5.1. Since 2009 and for the adult population	
overall, the participation rate (%) in ALE has	Increased
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	
rate (%)]	2
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	
· · · · · · · · · · · · · · · · · · ·	2013
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	
group]	25-64
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Definition of	persons aged 25 to 64 who stated that they received
'participation']	education or training 4 weeks preceding the survey
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source	http://ec.europa.eu/eurostat/web/products-datasets/-
with URL]	/tesem250
5.2. What differences are there between women	, 
and men in terms of their participation rates (%)	
in ALE programmes? [Overall]	
······== b.o8.e	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
	Women 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]	
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	
education]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Migrants and refugees from other countries]	do not know

5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [All those	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	de net know
	do not know
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills]	do not know
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)]	do not know
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [The long-	decreased
term unemployed]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	decreased
living with disability]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Young	
persons not in education, employment and	no change
training] 5.3. For each of the following groups, how has	
ALE participation since 2009 changed?[Residents	
of rural and remote areas]	decreased
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 low skill, low wage and precanous employment]	do not know
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]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Certificates or qualifications 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-	Netecleated
being, community cohesion]	Not selected

6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[None of these – this information is not	Yes
systematically available] 6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Other]	
6.2. Are there initial, pre-service education and	
training programmes for ALE teachers/facilitators	
in your country?	Yes
6.3. Are initial, pre-service qualifications a	
requirement to teach in ALE programmes?	Yes, in all cases
6.4. Are there continuing, in-service education	
and training programmes for adult education	No
teachers/facilitators in your country?	
6.5. Since 2009, have there been any substantial analyses of the following issues in your country?	
[Learning outcomes of ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Quality criteria for teaching and learning, e.g.	
curricula and methods]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	v.
[Diversity of providers]	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Equity issues in ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	
	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Yes
[Other issues] 6.5.1. Give references and LIPL link(s)	
6.5.1. Give references and URL link(s).	
	https://ec.europa.eu/epale/ro/resource-
	centre/content/repere-pentru-dezvoltarea-sistemului-de-
	profesionalizare-practicienilor-din
	http://www.mmuncii.ro/j33/index.php/ro/proiecte-
	programe/finalizate/2015-proiect-modele-incurajare-inv-
	fpchttp://www.edu.ro/index.php/articles/23305
6.6. Has your government introduced any	
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	Ne
countries?	No
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	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	somewhat
7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	2
well-being]	2
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]	2
7.1.1. Explain your response here.	
	The National Strategy on Lifelong Learning states at some
	The National Strategy on Lifelong Learning states at some
	point the importance ALE could have on the health of elder
	people.Also, in the National Health Stratetgy 2014-2020 a
	low level of education is linked to a low level of health and
	low acces to medical services. The Strategy also follows the
	World Health Organization's Europe Region
	policy.http://ms.gov.ro/upload/Anexa%201%20-
	%20Strategia%20Nationala%20de%20Sanatate%202014-
	2020.pdf
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	Netested
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 colocted
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Sexual and reproductive health]	Not selected

7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on:	
[Preventing, but also living with, chronic illnesses	
(such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Healthy	
lifestyles (such as diet, exercise, stress reduction)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Making	
the local environment more healthy (e.g. through	
community action)]	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [None of	
the above, but there is evidence that ALE has a	
positive impact on other aspects of health]	
	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [No	
evidence at all for any aspect]	Yes
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:	
[Illiteracv]	do not know
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Household income inequalities]	do not know
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	de net know
training and capacitv1	do not know
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	do not know
programmes]	
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	do not know
collaboration <sup>1</sup> 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]	do not know
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]	do not know
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?	Hardly at all

7 E. Dese your country have an interdeportmental	
7.5. Does your country have an interdepartmental	
or cross-sectoral coordinating body for ALE for	
promoting personal health and well-being?	No
[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	
trust]	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Social	Netcolostod
integration/inclusion]	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Diversity	Not selected
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)]	to a large extent
8.2. To what extent are the following dimensions	
important for ALE policy in your country? [Non-	
economic outcomes and benefits for collective	
and civil society (such as positive and trustful	
social relations, active and sustainable	
communities, and social integration)]	
	to a 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 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]	
	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? [Increased access to education,	do not know
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]	do not know
communiticat	

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
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]	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? [Democratic values and peaceful co- existence]	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] 8.3.1. Please specify	do not know
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 heritage]	
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 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]	do not know

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other] 8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development - they teach people to read, write and deal with numbers. 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 svstems] 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 svstems] 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
cultural and social resources in your country?         IOther1         8.5. How far does the statement below reflect the         policy approach in your country? Youth and adult         literacy and basic skills programmes are not         directed towards social and cultural development         - they teach people to read, write and deal with         numbers.         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         svstems]         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         svstems]         8.6. To what extent do your country's ALE         programmes include provisions for the         development of the following cultural resources?         [Sbirituality]
IOther1         8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development - they teach people to read, write and deal with numbers.       a lot         8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]       a lot         8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]       a lot         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 svstems]       a lot         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 svstems]       substant traditional knowledge svstems]         8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]       substant additional knowledge svstems]
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development - they teach people to read, write and deal with numbers.       a lot         8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]       a lot         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 svstems]       s.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 svstems]         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 svstems]         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 svstems]         8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]
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[Ecology and the environment]
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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
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.)]
Not selected
(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
[migrants (not refugees) and their families]
(a) the hardest to reach with ALE programmes
[People living with chronic illnesses or disabilities ] Not selected
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[Senior citizens (as defined in your country)] Not selected
(a) the hardest to reach with ALE programmes
[Other]

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work, achievement)]		
	work, achievement)]	
9.2. Do you have evidence for the impact of ALE	-	
on the following individual issues? [Career	-	
prospects]	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]	
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.	The annual reports of the National Agency for Workforce
	Employment and of the National Institute for
	Statisticshttp://www.anofm.ro/raportul-de-activitate-al-
	anofm-pentru-anul-
	2013http://www.insse.ro/cms/en/content/statistical-
	yearbook-2013
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]	Do not know
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [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]	Modest
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	
vocational education and training]	Do not know
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	Modest
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]	Do not know
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Informal	Do not know
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]	
en producting in your country. [company training]	Do not know

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company	
training]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	Do not know
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Self-directed learning]	Do not know
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision on productivity in your country? [Advanced	
professional education]	Do not know
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]	Do not know
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Distance	Do not know
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]	Do not know
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	No
employment and the labour market? 9.4.1. Give details and provide references and	
URL links if possible.	