

## Monitoring survey results for Suriname

UNESCO Region	Latin America and the Caribbean
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Adult who, for what ever reason did not succesfully completed primary education, have the opportunity to do so.
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?	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.]	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.]	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.]	
1.4 Mould your country's ALE stakeholders agree	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.]	adree
	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.]	disagree
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.]	
<u> </u>	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	agree
important.1 1.5. Has your country formulated a CONFINTEA VI	45.00
action plan following the BFA?	No
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	The manufactor of engalement in the interior
this progress here.	The number of enrolement in the interior
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]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	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)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected

2.2. Which target groups of (potential) learners 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)]	Yes
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]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
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	
informal learning?	No
2.4. Since 2009, has your country enacted any	
important new policies with respect to ALE?	
	No
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	
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	
evaluation systems ]	tend to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements ]	
	tend to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[become more decentralized ]	agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	
[strengthened capacity-ballating initiatives]	disagree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
[strengthened inter ministerial cooperation]	disagree
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 bublic education	
4.1. What percentage of public education	0 - 0.4%
spending currently goes to ALE?	0 - 0.4%
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on	0 - 0.4%
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending	0 - 0.4% stayed about the same
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 4.3. Does the government plan to increase or	
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 4.3. Does the government plan to increase or decrease spending on ALE?	stayed about the same
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 4.3. Does the government plan to increase or decrease spending on ALE? 4.4. Has your government introduced any	stayed about the same
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 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	stayed about the same
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 4.3. Does the government plan to increase or decrease spending on ALE? 4.4. Has your government introduced any	stayed about the same
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 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 that could be of interest to other countries?	stayed about the same  Plans to decrease
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 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 that could be of interest to other countries? 4.4.1. Give details and provide references where	stayed about the same  Plans to decrease
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 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 that could be of interest to other countries? 4.4.1. Give details and provide references where appropriate and URL link if possible.	stayed about the same  Plans to decrease
spending currently goes to ALE? 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has 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 that could be of interest to other countries? 4.4.1. Give details and provide references where	stayed about the same  Plans to decrease

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]	
The state of the s	
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]	Waman nartiginata mara
5.2. What differences are there between women	Women participate more
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
mines programmes: [deficial education]	Men participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Technical and Vocational	
education and training (TVET)]	Man participate more
5.2. What differences are there between women	Men participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Literacy]	
minez programmoo: [Enordoy]	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	Woman participate more
education]  5.2 For each of the following groups, how has	Women participate more
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)]	increased
E. 2. For each of the following groups have here	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]	increased
5.3. For each of the following groups, how has	
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]	do not know

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 ALE participation since 2009 changed? [Young	
persons not in education, employment and training	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents	
of rural and remote areas]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious 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	No
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.	
your country publication and 2000.	
6.1. Does your country systematically collect	
information about the following ALE outcomes?	Voo
[Completion rates]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes?	
[Certificates or qualifications issued]	
[octanicates of qualifications issued]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	Not selected
outcomes)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes?	
[Social outcomes in the areas of health and well-	
being, community cohesion]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[None of these – this information is not	Not selected
systematically available]  6.1. Does your country systematically collect	INUL SCIEULEU
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	V
in your country?	Yes
6.3. Are initial, pre-service qualifications a	Yes, in some cases
requirement to teach in ALE programmes? 6.4. Are there continuing, in-service education	100, 11. 001110 00000
and training programmes for adult education	
teachers/facilitators in your country?	No
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Not colocted
[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.	Not selected
curricula and methods 6.5. Since 2009, have there been any substantial	1101 00100100
analyses of the following issues in your country?	
[Diversity of providers]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	
[mpact of new teamlologies of NE2]	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]	
	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Nich colored
[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	No
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	do not know
practitioners? [Health and well-being] Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Society and community]	do not know
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	do not know
7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	4
well-being]	1
7.1. Indicate the extent to which your country's	
ALE policy and practice [Follows the World Health	
Organization's holistic approach, including mental	1
as well as physical health]	<u>-</u>
7.1.1. Explain your response here.	
	The collaboration between ministries is not up to date yet.
	So the information concerning both themees are not clear.
	But the government of Suriname is working on this problem

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	Not selected
health] 7.2. Do you have evidence to show that in your	Not selected
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	
country, ALE has a positive impact on: [No	Voc
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:	
[Illiteracy]	3
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	3
[Household income inequalities]	J

following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff trainine and capacity]  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]  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 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]  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  7.3. For your country, indicate how important the following is a factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  7.3. For your country, indicate how important the following is a factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  8. 1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8. 1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8. 1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8. 1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8. 1. Do you have evidence	7.2. For your country, in digate have increased 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 following rate as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE organization of the effectiveness of ALE for health and well-being: [Nos province of the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral 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] [Community resistance] [Inadeouate or misdirected funding] 7.4. How far do different stakeholders (public education agencies, public health and well-being; [Inadeouate or misdirected funding] 7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE for permonoting personal health and well-being?  Not much, but to an increasing extent  Not selected  Not selected  Not selected  N	7.3. For your country, indicate how important the	
Poor quality of pedagogy, training materials, staff training and capacity	_	
training and capacity  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 proor interdepartmental or inter-sectoral collaboration] 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 collaboration] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Pommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Pommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Pommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Pommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Pommunity resistance] 7.3. For your country, have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? Not much, but to an increasing extent  Not when the following issues? [Pommunity of the propagation of the followi		
Tailing and caused.  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 and the 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 following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]  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?  7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?  Not much, but to an increasing extent  Not selected		3
following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE prostrammes] 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 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] 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] 7.4. How far do different stakeholders (public deucation agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country? 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body? [Rame 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] 1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities] 1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 1. To you have evidence to show that ALE has a positive impact on the following issues? [Powersity otherance] 1. To you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities] 1. To you have evidence to show that ALE has a positive impact on the following issues? [Powersity of the providers of the pr		
Effectiveness of ALE for health and well-being:   Lack of access to information on ALE or proorarmmest		
Lack of access to information on ALE programmes   3   3   3   3   3   3   3   3   3	_	
ororanmes] 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 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] 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] 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? 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?  [Not much, but to an increasing extent  Not selected  Not selected  Not selected  No sources	_	
To a 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 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] 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] 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 porgrammes in your country? 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? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] 8.1. 1. Give sources for checked options. 8.2. To what extent are the following dimensions important the following in your country? [Noneconomic outcomes and benefits for individuals	1	3
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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 positive impact on the following issues? [Social trust]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals	8.1. Do you have evidence to show that ALE has a	
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trust]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals	positive impact on the following issues? [Social	
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integration/inclusion]  8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]  8.1.1. Give sources for checked options.  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals	-	
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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	integration/inclusion]	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? [Noneconomic outcomes and benefits for individuals	8.1. Do you have evidence to show that ALE has a	
8.1.1. Give sources for checked options.  No sources  8.2. To what extent are the following dimensions important for ALE policy in your country? [Noneconomic outcomes and benefits for individuals	positive impact on the following issues? [Diversity	
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals		
important for ALE policy in your country? [Non-economic outcomes and benefits for individuals	8.1.1. Give sources for checked options.	No sources
economic outcomes and benefits for individuals	8.2. To what extent are the following dimensions	
	important for ALE policy in your country? [Non-	
(such as personal development, quality of life	economic outcomes and benefits for individuals	
(oddit do porodital development, quality of me,	(such as personal development, quality of life,	
well-being and social and cultural participation)]	well-being and social and cultural participation)]	
to a small extent		to a small 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]	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? [Increased access to education,	to a small extent
literature. the arts and cultural heritagel 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 sinail extent
communities1 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your	to a large extent
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	to a large extent
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-	
existencel 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	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?  [Multilingualism and cultural diversity]	

Q 1 To what extent do ALE programmes in	
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	
participation1	
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
9.4. To what extent do ALE programmes in	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	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult	
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	
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	
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	somewhat
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	somewhat
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.	somewhat
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	
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]	somewhat not at all
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	
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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	not at all
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 systems]	
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 systems]  8.6. To what extent do your country's ALE	not at all
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 systems]  8.6. To what extent do your country's ALE programmes include provisions for the	not at all
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 systems]  8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?	not at all
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 systems]  8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	not at all
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 systems]  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	not at all
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 systems]  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	not at all
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 systems]  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	not at all

8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Sports]	not at all
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Dance and theatre]	not at all
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)]	Yes
(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]	
Tonglous minority groups and margenous peoples]	Not selected
(a) the hardest to reach with ALE programmes	
[Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes	
[People living with chronic illnesses or disabilities]	
[reopie living with chilothic limesses of disabilities]	Not selected
(a) the hardest to reach with ALE programmes	1101001000
(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
success [Refugees]	TWO SCIENCES
(b) groups where ALE programmes have had	
some success [Those with no valid residency	Not selected
documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had	
some success [Residents of rural or remote areas]	Not selected
(1)	INOL SCIEGLEU
(b) groups where ALE programmes have had	
some success [Residents of institutions (prisons,	Yes
hospitals, etc.)]	153
(b) groups where ALE programmes have had	
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	Net calcuted
indigenous peoples]	Not selected
(b) groups where ALE programmes have had	
some success [Migrants (not refugees) and their	Not solved at
families]	Not selected
(b) groups where ALE programmes have had	
some success [People living with chronic illnesses	
or disabilities ]	Not selected
(b) groups where ALE programmes have had	
some success [Senior citizens (as defined in your	
country)]	Not selected
(b) groups where ALE programmes have had	
some success [Other]	

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,	Voo
etc.)]	Yes
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	Voo
following? [Innovative capacity]	Yes
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	V
following? [Adaptability to change]	Yes
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	Voo
workers)]	Yes
9.1.1. Provide sources for the selected options.	no controo
	no sources
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employability	
(entry into labour market, remaining in	No ovidence
employment)]	No evidence
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Performance	
in current job (individual productivity, quality of	No ovidonoo
work, achievement)]	No evidence
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Career	No evidence
prospects]	No evidence
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employee	No evidence
salary levels	INO evidence
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	No evidence
	INO EVIDENCE
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]	No evidence
O.O.A. Dravida accuracy facility and all the C	IND GVINGILE
9.2.1. Provide sources for the selected options.	no sources
O O Have atward to de ALE or Provide a control of	110 3001063
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and	Do not know
basic skills]	DO HOCKHOW
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	Do not know
basic skills]	DO HOUNIOW
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	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? [Initial vocational	
education and training] [Scale 2]	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? [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	Do not know
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	DO HOCKHOW
the effects of the following kinds of ALE provision	
on productivity in your country? [Company training]	
on productivity 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	Do not know
learning] 9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Self-directed	
learning]	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	Do not line
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]	
[huvaniceu professional euucation]	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	
education and e-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? [Distance	Do not know
education and e-learning 9.4. Since 2009, have there been any major	DO HOCKINO
surveys or studies in your country that assess the	
outcomes or results of ALE programmes for	
employment and the labour market?	No

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