



3rd GLOBAL REPORT
ON ADULT LEARNING AND EDUCATION




Monitoring survey results for Benin

| UNESCO Region | Sub-Saharan Africa |
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| 1.1. Does your country have an official definition of ALE? | Yes |
| 1.1.1. Enter the official definition of ALE here: | « Ensemble des processus d'apprentissage formels et non formels grâce auxquels les individus jeunes ou adultes, hommes et femmes, apprennent à lire, écrire et calculer par écrit, enrichissent leur connaissances (savoirs, savoir-faire et savoir-être) améliorent leurs aptitudes et qualifications techniques et professionnelles et les orientent en fonction de leurs propres besoins et ceux de la société. En tant que vecteur et contenus éducatifs, l'alphabétisation et l'éducation des adultes rendent les individus bénéficiaires mieux informés, plus performants et plus efficaces et plus ouverts au monde". |
| 1.2. Has the official definition of ALE changed since 2009? | No |
| 1.2.1. What were the reasons for this change? | |
| 1.3. Are literacy and basic skills a top priority for ALE programmes in your country? | Yes |
| 1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills. | Au Bénin, la démarche politique est consacrée par la Déclaration de Politique Nationale d'Alphabétisation et d'Education des Adultes (DEPOLINA) basée sur la stratégie du faire faire dont les principaux points sont:- une démarche partenariale et participative animée par l'Etat, les organisations de la société civile et les populations ; - une distribution acceptée, concertée et rationnelle des rôles et responsabilités complémentaires et non conflictuels ; - la décentralisation/responsabilisation des communautés et organisations de la société civile ; - la déconcentration/renforcement des compétences des services déconcentrés du Ministère en charge de l'AEA ; - l'harmonisation des interventions: toutes les activités devront entrer dans un cadre cohérent déterminé avec la participation de tous les acteurs;- la transparence et l'équité en matière d'accès aux ressources mobilisées. |
| 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 seen part of an integrated whole.] | 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 policy addresses learning processes and teacher-learner relations.] | agree |

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| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.] | 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.] | 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.] | 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.] | 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 identifies non-formal and informal learning as important.] | agree |
| 1.5. Has your country formulated a CONFINTEA VI action plan following the BFA? | No |
| 1.5.1. What areas does it cover? [Adult literacy] | 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 this progress here. | Taux d'alphabétisation passant de 32,6% (2002) à 44,6% (2013) |
| 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] | 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 to update work-relevant knowledge and skills] | Yes |

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| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions] | Not selected |
| 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] | Yes |
| 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 |

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| 2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning? | Yes, a policy framework was developed after 2009 |
| 2.4. Since 2009, has your country enacted any important new policies with respect to ALE? | Yes |
| 2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document. | - Lettre de politique éducative (2013);- Actes du 2ème Forum sur le secteur de l'Education (2014);- Politique Nationale d'Alphabétisation et d'Education des Adultes (en cours). |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation] | 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] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized] | tend to agree |
| 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] | agree |
| 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. | Il existe un Comité technique national qui regroupe aussi bien des acteurs publics que privés. Il existe aussi des comités techniques départementaux. L'Etat associe fréquemment aux réflexions politiques et techniques le Réseau National des Opérateurs Privés pour la Promotion de l'Alphabétisation et des Langues (RÉNOPAL) et le Cercle de Réflexion et d'Action pour le Développement de l'Education non Formelle (CRADENF. |
| 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? | Yes |
| 3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible. | - renforcement du cadre partenarial public-privé;- renforcement du cadre réglementaire pour les interventions en AEA (prises de divers arrêtés);- Amélioration du dispositif pédagogique à travers l'élaboration de divers documents tels que le Référentiel de compétences en AEA, le Référentiel pour la production de documents didactiques en langues nationales, le Référentiel pour la formation des traducteurs et écrivains en langues nationales, le document sur les normes de qualité en AEA; etc. |
| 4.1. What percentage of public education spending currently goes to ALE? | 0 – 0.4% |

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| 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has | decreased |
| 4.3. Does the government plan to increase or decrease spending on ALE? | Do not know |
| 4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries? | Yes |
| 4.4.1. Give details and provide references where appropriate and URL link if possible. | La réforme du Fonds d'Appui à l'Alphabétisation et à l'Education en Langues Nationales (FAAELN), en ouvrant le conseil d'administration aux PTF et à la société civile et en passant du mode de nomination au mode d'appel à candidature pour le recrutement du Directeur Général. |
| 5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has... | Do not know – this information is not available |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)] | |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year] | |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group] | |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation'] | |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL] | |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall] | |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education] | |
| 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)] | |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy] | Equal participation |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education] | Equal participation |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills] | increased |

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| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment] | |
| 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? | Yes |
| 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. | L'étude genre en alphabétisation au Bénin: Cas du Bogrgou, de l'Alibori et des 2KP dans l'Atacora. |
| 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-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 systematically available] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Other] | |
| 6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country? | Yes |
| 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes? | Yes, in all cases |
| 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country? | Yes, but inadequate capacity |

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| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [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] | Yes |
| 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? [Other issues] | Not selected |
| 6.5.1. Give references and URL link(s). | - Normes de qualité en AEA; - Répertoire des opérateurs privés en AEA;- Etude genre dans l'alphabétisation au Bénin : cas du Borgou, de l'Alibori et des 2KP dans l'Atacora. |
| 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries? | Yes |
| 6.6.1. Give details and provide sources and URL links if possible. | - La mise en place d'une Coordination Déléguée au Contrôle de la Qualité (CDCQ) au niveau de chaque couple de département. Elle est composée du directeur départemental chargé de l'alphabétisation, du coordonnateur départemental d'alphabétisation et d'un inspecteur de l'enseignement du 1er degré; - collecte (annuellement) des données sur le respect des normes de qualité en AEA ;- tenue des revues annuelles sur les normes de qualités en AEA |
| 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] | a lot |
| 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] | a lot |
| 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 well-being] | 4 |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health] | 3 |

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| 7.1.1. Explain your response here. | - Les questions relatives à la santé et au bien-être sont abordées largement dans le référentiel de compétences, les nouveaux programmes de formation en AEA ainsi que dans les manuels de l'apprenant;- les structures intervenant dans le domaine de la santé sollicitent les acteurs de l'AEA pour la conception, la traduction de divers documents de sensibilisation et de vulgarisation dans ces domaines. |
| 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 health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect] | Not selected |
| 7.2.1. Please provide your sources. | |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy] | 4 = very important |

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| 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] | 2 |
| 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 training and capacity] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes] | 3 |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding] | 4 = very important |
| 7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country? | Effectively and successfully |
| 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? | 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 integration/inclusion] | Not selected |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] | Not selected |
| 8.1.1. Give sources for checked options. | |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)] | to a large extent |

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| 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 small 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, literature, the arts and cultural heritage] | to a small extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | 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? [Active citizenship and political and community participation] | 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? [Community solidarity and social justice] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other] | |
| 8.3.1. Please specify | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | to a small extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] | to a small extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | to a large extent |

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| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other] | |
| 8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers. | not at all |
| 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 systems] | somewhat |
| 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 |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment] | a lot |
| 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] | somewhat |
| 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] | Yes |

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| (a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)] | Yes |
| (a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Not selected |
| (a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families] | Yes |
| (a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities] | Not selected |
| (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)] | Not selected |
| (a) the hardest to reach with ALE programmes [Other] | |
| Groups where ALE programmes have had some success [Refugees] | Not selected |
| (b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)] | Not selected |
| (b) groups where ALE programmes have had some success [Residents of rural or remote areas] | Not selected |
| (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)] | Not selected |
| (b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Not selected |
| (b) groups where ALE programmes have had some success [Migrants (not refugees) and their families] | Not selected |
| (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] | Not selected |
| (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)] | Not selected |
| (b) groups where ALE programmes have had some success [Other] | Les groupes organisés (associations de producteurs, de transformateurs, etc). |
| 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, etc.)] | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change] | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)] | Not selected |
| 9.1.1. Provide sources for the selected options. | |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)] | |

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| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)] | |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects] | |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels] | |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work] | |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification] | |
| 9.2.1. Provide sources for the selected options. | |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills] | Modest |
| 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] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning] | |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning] | |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training] | Strong |

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