

Monitoring survey results for Namibia

UNESCO Region	Sub-Saharan Africa
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	The entire range of formal, non-formal and informal learning activities undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attidutes in order to enhance the quality of life.
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
country's policy approach to literacy and basic skills.	#Formal adult learning-refers to learning that is directed towards formal accreditation and certification. It therefore includes learning activities as diverse as part-time study for primary, secondaryeducation, a university degree, enrolment for a diploma at a vocational training centre, or taking evening classes at a private college to gain a computing certificate.#Non-formal adult learning-means learning that takes place outside the formal system but which nevertheless is organised to achieve particular learning outcomes. It may lead to certification, although the certificates awarded are not always meant for accreditation purposes. Non-formal adult learning includes activities such as farmer training days, skills training for self-employment, refresher courses for teaches, and leadership workshops for community development committees.#Informal adult learning signifies the learning that results from daily life activities. Informal learning is not structured, except sometimes by the individual learner. It encompasses the processes by which adults acquire new knowledge, skills and attitudes from their own experiences and activities, for example, through listening to a radio programme, reading a book, operating a new piece of equipment in the work- place, or attending a community meeting on land reform or water point management.
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.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	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.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	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 identifies non-formal and informal learning as important.]	disagree
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	is at the same level as in 2009?
country	
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	
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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. [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)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low- level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low- skill, low-wage or precarious positions]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Yes

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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. [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]	Not selected
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]	Yes
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?	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]	disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [strengthened capacity-building initiatives]	disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [strengthened inter-ministerial cooperation]	tend to agree

3.2. Since 2009, has your government consulted	Yes
stakeholders and civil society about the	
formulation, implementation and evaluation of	
ALE policies? 3.2.1. Describe how the government consults on	#Consultation fora in selected regions#Consultation fora with civil
ALE policy.	sociaty#Interviews held with sample of people.
3.3. Has there been any significant	No
innovation/development in ALE governance in	
your country since 2009 that could be of interest	
to other countries?	
3.3.1. Give details here. Provide sources and	
hyperlinks (URLs) if possible.	
4.1. What percentage of public education	2% - 3.9%
spending currently goes to ALE?	
4.2. Between 2009 and 2014, public spending on	increased
ALE as a proportion of public education spending	
in my country has	
4.3. Does the government plan to increase or	Plans to increase
decrease spending on ALE?	No
4.4. Has your government introduced any	No
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.	
5.1. Since 2009 and for the adult population	Stayed about the same
overall, the participation rate (%) in ALE has	
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	Equal participation
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
5.2. What differences are there between women	Men participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Technical and Vocational	
education and training (TVET)]	

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		
in ALE programmes? [Literacy] 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education S.3. For each of the following groups, how has ALE participation since 2009 changed? [Mirgents and refugees from other countries] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Autus with low-level literacy and basic skills] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Murses] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Murses] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis ethin [nuigistic and religious minorities and indigenous paceles] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis ethin [nuigistic and religious minorities and indigenous paceles] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis ethin [numenboyed] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis ethin [numenboyed] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis ethin [numenboyed] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis ething with disability] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis] S.3. For each of the following groups, how has ALE participation since 2009 changed? [Nuotis] S.4. Live ethics [Nuotis] S.4. Sive ethics Nuotis] S.4. Sive ethics Nu		Women participate more
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surveys or major studies of ALE participation in your country published since 2009. Figure 1000 (1000) 6.1. Does your country systematically collect Yes		
your country published since 2009. 6.1. Does your country systematically collect Yes		
6.1. Does your country systematically collect Yes		
information about the following ALE outcomes?	6.1. Does your country systematically collect	Yes
	information about the following ALE outcomes?	
[Completion rates]	[Completion rates]	

6.1. Does your country systematically collect	Yes
information about the following ALE outcomes?	
[Certificates or qualifications issued]	
6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[Employment outcomes (or labour market	
outcomes)]	
6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[Social outcomes in the areas of health and well-	
being, community cohesion1 6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[None of these – this information is not	
systematically available]	
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Other]	
6.2. Are there initial, pre-service education and	Yes
training programmes for ALE teachers/facilitators	
in your country?	
6.3. Are initial, pre-service qualifications a	Yes, in some cases
requirement to teach in ALE programmes?	Vac but inadaguata canacity
6.4. Are there continuing, in-service education and training programmes for adult education	Yes, but inadequate capacity
teachers/facilitators in your country?	
6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country?	
[Learning outcomes of ALE]	
6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country?	
[Quality criteria for teaching and learning, e.g.	
curricula and methods]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Diversity of providers]	Nut solo d
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country? [Impact of new technologies on ALE]	
[impact of new technologies on ALE]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Equity issues in ALE]	
6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Other issues]	
6.5.1. Give references and URL link(s).	Study on gender participation (2014)
6.6. Has your government introduced any	No
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	
countries?	
6.6.1. Give details and provide sources and URL	
links if possible.	

Since 2009, how much has the knowledge base	somewhat
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Health and well-being] Since 2009, how much has the knowledge base	somewhat
on the benefits of ALE for the following areas	Somewhat
improved for policymakers, researchers and	
practitioners? [Society and community]	
Since 2009, how much has the knowledge base	somewhat
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Employment and labour market	
outcomes	
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]	
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] 7.1.1. Explain your response here.	No inforamtion to base the answer on
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on:	
[Competencies needed for health, including	
knowledge, attitudes, skills and values needed for	
prevention, accessing treatment, etc.]	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [Self-	
reported health]	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [Maternal	
health]	Net extend
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)]	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on:	
[Preventing, but also living with, HIV/AIDS and its	
social consequences]	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [Prevention	
and control of other infectious diseases, including	
epidemics (such as SARS, cholera, hepatitis)]	
7.2 Do you have evidence to show that in your	Not colorted
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [Sexual and	
reproductive health] 7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on:	
[Preventing, but also living with, chronic illnesses	
(such as diabetes, heart disease, Alzheimer's)]	

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
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]	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 quality of pedagogy, training materials, staff training and capacity]	2
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]	2
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]	2
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?	Not much, but to an increasing extent
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:]	

[Dui-fluide and a temperature and a sticking of	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues?	
[Participation in social, civic and political activities	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues? [Social	Not selected
trust]	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues? [Social	
integration/inclusion]	
8.1. Do you have evidence to show that ALE has a	Not selected
positive impact on the following issues? [Diversity	
tolerance]	
8.1.1. Give sources for checked options.	
8.2. To what extent are the following dimensions	to a large extent
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)]	
8.2. To what extent are the following dimensions	to a small extent
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)]	
8.2. To what extent are the following dimensions	to a small extent
important for ALE policy in your country?	
[Economic returns for individuals, communities	
and society (such as employability, innovation	
capacity, financial autonomy, living standards,	
skills levels improvement and structural labour	
market evolution)]	
8.3. To what extent do literacy and basic skills	to a small extent
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Multilingualism and cultural diversity]	
8.3. To what extent do literacy and basic skills	to a small extent
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Increased access to education,	
literature, the arts and cultural heritage]	
8.3. To what extent do literacy and basic skills	to a small extent
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Environmental sustainability in local	
communities]	
8.3. To what extent do literacy and basic skills	to a large extent
programmes contribute to strengthening the	
following cultural and social resources in your	
country? [Active citizenship and political and community participation]	

8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	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? [Democratic values and peaceful co- existence]	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? [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 small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a small 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 small 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 small 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	somewhat
policy approach in your country? Youth and adult	
literacy and basic skills programmes are not	
directed towards social and cultural development	
- they teach people to read, write and deal with	
numbers.	comewhet
8.6. To what extent do your country's ALE	somewhat
programmes include provisions for the	
development of the following cultural resources?	
[Arts and crafts] 8.6. To what extent do your country's ALE	somewhat
programmes include provisions for the	Somewhat
development of the following cultural resources?	
[Cultural rituals and traditional knowledge	
systems]	
8.6. To what extent do your country's ALE	somewhat
programmes include provisions for the	
development of the following cultural resources?	
[Spirituality]	
8.6. To what extent do your country's ALE	somewhat
programmes include provisions for the	
development of the following cultural resources?	
[Ecology and the environment]	
8.6. To what extent do your country's ALE	somewhat
programmes include provisions for the	
development of the following cultural resources?	
[Sports]	
8.6. To what extent do your country's ALE	somewhat
programmes include provisions for the	
development of the following cultural resources?	
[Dance and theatre]	
Groups that are the hardest to reach with ALE	Not selected
programmes? [Refugees]	
(a) the hardest to reach with ALE programmes	Not selected
[Those with no valid residency documents (sans-	
papiers)]	
(a) the hardest to reach with ALE programmes	Yes
[Residents of rural or remote areas]	Net colorited
(a) the hardest to reach with ALE programmes	Not selected
[Residents of institutions (prisons, hospitals, etc.)]	
(a) the hardest to reach with ALE programmes	Yes
[Members of cultural, ethnic, linguistic and	100
religious minority groups and indigenous peoples]	
rengious minority groups and mulgenous peoples]	
(a) the hardest to reach with ALE programmes	Not selected
[Migrants (not refugees) and their families]	
(a) the hardest to reach with ALE programmes	Yes
[People living with chronic illnesses or disabilities]	
(a) the hardest to reach with ALE programmes	Not selected
[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]	

(b) groups where ALE programmes have had	Not selected
some success [Those with no valid residency	
documents (sans-papiers)]	
(b) groups where ALE programmes have had	Not selected
some success [Residents of rural or remote areas]	
	Vez
(b) groups where ALE programmes have had	Yes
some success [Residents of institutions (prisons,	
hospitals, etc.)]	Net colocted
(b) groups where ALE programmes have had	Not selected
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples] (b) groups where ALE programmes have had	Not selected
	Not selected
some success [Migrants (not refugees) and their	
families] (b) groups where ALE programmes have had	Yes
some success [People living with chronic illnesses	
or disabilities] (b) groups where ALE programmes have had	Not selected
some success [Senior citizens (as defined in your	
country)]	
(b) groups where ALE programmes have had	
some success [Other]	
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	
etc.)] 9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Innovative capacity]	
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Adaptability to change]	
9.1. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)]	
9.1.1. Provide sources for the selected options.	Programmes for hearing impaired
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Employability	
(entry into labour market, remaining in	
employment)]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Performance	
in current job (individual productivity, quality of	
work, achievement)]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Career	
prospects]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Employee	
salary levels]	
<i>,</i> ,	

9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job	No evidence
satisfaction, motivation and commitment to work]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Continuing professional and skills development leading to	
recognized certification or qualification]	
9.2.1. Provide sources for the selected options.	No systematic evidence available. We might have to commision a
0.2. How strongly do ALE policymolyara porociya	study to get the evidence
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision	Strong
on productivity in your country? [Literacy and	
basic skills]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	
basic skills]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	
education and training	Madaat
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision	Modest
on employment in your country? [Initial vocational	
education and training] [Scale 2]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	
vocational education and training	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	
vocational education and training 9.3. How strongly do ALE policymakers perceive	Modest
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	Do not know
the effects of the following kinds of ALE provision	
on employment in your country? [Informal	
workplace learning]	Chronie
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision on productivity in your country? [Company training]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on employment in your country? [Company	
training	
9.3. How strongly do ALE policymakers perceive	Strong
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]	Modest
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]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Modest
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]	Modest
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.	