



3<sup>rd</sup> GLOBAL REPORT  
ON ADULT LEARNING AND EDUCATION



## Monitoring survey results for Dominican Republic

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:	Es un proceso que implica la inclusión de personas de 14 años y más para lograr el desarrollo de competencias para la vida, el trabajo y el ejercicio de una ciudadanía activa, encaminado a lograr mejores ciudadanos, comunidades y un país para todos y todas. En el país la educación de adultos se define como un Subsistema, que abarca todos los niveles del sistema educativo; incluye diferentes modalidades de acuerdo a las necesidades e interés de la población participante. Ley General de educación 66´97, artículo 51 al 53
1.2. Has the official definition of ALE changed since 2009?	Yes, a little
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.	Inclusión social y superación de la Pobreza, mediante estrategia denominada: Quisqueya sin Miseria. Enfoque de derechos; participación de todos los sectores y movilización; Diversidad y pluralidad; descentralización y acción solidaria comprometida con el cambio social. Calidad en el proceso de aprendizaje en los aspectos técnicos y pedagógicos; inversión y voluntad política al más alto nivel.
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.]	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.]	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. [Adult learning and adult education are the same thing.]	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 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.]	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.]	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 policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	Yes
1.5.1. What areas does it cover? [Adult literacy]	Yes
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? [Governance]	Yes
1.5.1. What areas does it cover? [Financing]	Yes
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
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.	La priorización de alfabetización y la continuidad educativa; Implementación del Plan Nacional de Alfabetización desde el 2012 que contempla la Continuidad Educativa y la capacitación laboral. La Resolución 421-2011, mediante la cual se establece la construcción de ofertas flexibles para toda la educación de jóvenes y adultos; la actualización del currículo de Educación Básica, Secundaria y Laboral; la producción de materiales en correspondencia, la construcción de sistema de información para acreditar los aprendizajes no formales. Aumento en la inversión en EDPJA; capacitación de docentes; programa de diplomados Especialidad y Maestría: Ampliación de la cobertura, aumento de la matrícula en todos los niveles. Para la Continuidad se transforman los centros de Básica de Adultos, ampliando las oportunidades de acceso; Docentes con igual condición laboral y salarial. Resolución 132-2013 declarando la gratuidad de la oferta del Nivel de educación Secundaria para Jóvenes y Adultos.
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)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	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]	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]	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]	Yes
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?	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.	Plan Nacional de Alfabetización Quisqueya Aprende Contigo, mediante Decreto 546-2012. La Resolución 421 - 2011, mediante la cual se establece la construcción de ofertas flexibles para toda la educación de jóvenes y adultos; actualización currículo de Educación Básica, 2015; producción de un curriculum específico para secundaria, 2015 y educación técnica laboral; Resolución 132-2013 declarando la gratuidad para la oferta de Secundaria para Jóvenes y Adultos. Plan Decenal de la Educación Dominicana 2008-2018, plantea el fortalecimiento de Secundaria para Personas Jóvenes y Adultas.
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 ]	tend to disagree
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]	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.	Han sido amplios los procesos para implementar el Plan de Alfabetización a nivel nacional; no solo sociedad civil, también alcaldías, oficina senatoriales; entre otras. Se comparte todos los avances de la EDPJA indicados arriba. Se generan espacios para aprender juntos: redes, núcleo de OGN mas comprometidas; participan en diplomados en condición de becados en igualdad de condiciones que los docentes del Sistema, entre otros

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.	Se cuenta con la definición del Subsistema de Educación de Personas Jóvenes y Adultas en la Ley General de Educación 66-97; y la Resolución 421 -2011 ya referida antes; se ha ido definiendo el Sistema de Gestión para el Modelo Flexible; el que está aún en revisión y construcción. Para el Plan se ha construido una estructura de gestión fuerte de cobertura nacional hay coordinadores Provinciales y municipales en todo el país. Se ha fortalecido la educación Secundaria se cuenta con 370 centros de secundaria a nivel nacional. Se cuenta con alrededor de 180 técnicos nacionales, regionales y distritales; En la actualidad se trabaja por una nueva institucionalidad para la EDPJA en el país.
4.1. What percentage of public education spending currently goes to ALE?	2% – 3.9%
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	increased
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to stay about the same
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.	Cumplimiento de la Ley General de Educación que establece el 4% del PIB para educación.Fuente: Sistema de Información de la Gestión Financiera(SIGEF)MINERDFuente: Panorama Macroeconómico 2012-2015, Ministerio de Economía, Planificación y Desarrollo. Revisado en agosto 2012. Proyecciones del Ministerio de Hacienda de la República Dominicana. <a href="http://www.minerd.gob.do/SiteAssets/Lists/Anlisis%20Financiero/EditForm/Consideraciones%20Presupuesto%202014%20Ministerio%20de%20Educaci%C3%B3n.pdf">http://www.minerd.gob.do/SiteAssets/Lists/Anlisis%20Financiero/EditForm/Consideraciones%20Presupuesto%202014%20Ministerio%20de%20Educaci%C3%B3n.pdf</a>
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Increased
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	
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]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	Women participate more

5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	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 education]	Women participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	increased
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
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)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	increased
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]	increased
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes

<p>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.</p>	<p>La realización del Plan Nacional de Alfabetización, Quisqueya Aprende Contigo, iniciado en el 2013, contó con gran movilización y participación amplia de la sociedad civil, apoyado por una fuerte campaña promocional, lo que produjo una participación de la población adulta con necesidad de alfabetización y mas de 56 mil voluntarios para alfabetizar. Este plan ha reactivado a quienes tienen nivel básico no terminado. El pasado año se duplicó la población de secundaria, se crearon 63 centros. Se está desarrollando la política de creación de centros de educación de jóvenes y adultos para básica, Secundaria y Laboral. Se prevé triplicar la cantidad de educadores para básica en condición de contratados. Otras de las medidas para mejorar el acceso son:- Ampliación de la cobertura con la creación de centros, lo que se refleja en el aumento de la matrícula en todos los niveles.- Aumento salarial a docentes, y docentes con igual condición académica y retribución laboral que los de la educación general.- Resolución 132-2013 declarando la gratuidad de la oferta del Nivel Secundario para Jóvenes y Adultos. Ver datos de participación en el Plan Nacional de Alfabetización en el siguiente link:  <a href="http://digepep.gob.do/images/Boletines/Boletin_134_pna.pdf">http://digepep.gob.do/images/Boletines/Boletin_134_pna.pdf</a>  AÑO Y PARTICIPANTES: 2009-10/198,526, 2010-11 /177,712, 2011-12 /184,420,2012-13 /212,518,2013-14 /250,238</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Other]</p>	
<p>6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?</p>	<p>Yes</p>
<p>6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?</p>	<p>Yes, in all cases</p>
<p>6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?</p>	<p>Yes, but inadequate capacity</p>
<p>6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]</p>	<p>Yes</p>
<p>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]</p>	<p>Yes</p>

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]	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? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	En proceso pendientes de publicación
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.	Realización de iniciativas de capacitación y formación especializada: Diplomados de Educación de Personas Jóvenes y Adultas, en institutos de formación superior. La realización del Plan Nacional de Alfabetización, Quisqueta Aprende Contigo, iniciado en el 2013, contó con gran movilización y participación voluntaria de la sociedad civil, apoyado por una fuerte campaña promocional, lo que produjo una participación de la población adulta con necesidad de alfabetización y voluntarios para alfabetizar. Capacitación masiva de alfabetizadores; actualización curricular; definición de sistema de gestión y de información para experiencias no formales de EDPJA Otras de las medidas para mejorar la calidad son: -Determinación de que los docentes de educación de jóvenes y adultos BASICA, LABORAL Y LABORAL sean titulados y aprobados en concurso público. Plan Decenal de Educación (2008-2018)- Aumento salarial a docentes, y docentes con igual condición académica y retribución laboral que los de la educación general.- Actualización y revisión curricular de EDPJA 2015 En el siguiente link se puede verificar los diplomados: <a href="http://www.intec.edu.do/noticias-y-actividades/noticias/item/inauguran-tercer-diplomado-en-educacion-de-personas-jovenes-y-adultas">http://www.intec.edu.do/noticias-y-actividades/noticias/item/inauguran-tercer-diplomado-en-educacion-de-personas-jovenes-y-adultas</a>
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	a lot
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	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
7.1.1. Explain your response here.	El enfoque de la revisión y actualización del Diseño Curricular 2015, tiene en cuenta los "Criterios para la Construcción de un Currículo de Calidad", (OREALC-UNESCO); desde este enfoque se tiene en cuenta los fundamentos psicológicos, sociológicos y pedagógicos; desde esta visión, la salud se reconoce como el producto del bienestar psicológico, físico y social. Esto se refleja en los propósitos educativos, en el enfoque de los contenidos, en los criterios de evaluación, los indicadores y perfil esperado en cada nivel de la educación de jóvenes y adultos.
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]	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]	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]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff 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]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	2
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?	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? [Name of coordinating body:]	No
[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]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
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.	-Pruebas de Participación: Encuesta ENHOGAR <a href="http://www.unicef.org/republicadominicana/RD_ENHOGAR_MICS_2014.pdf">http://www.unicef.org/republicadominicana/RD_ENHOGAR_MICS_2014.pdf</a> (páginas 11 y 12)-Pruebas de Confianza social e Integración e inclusión social: <a href="http://digepep.gob.do/quisqueya-aprende-contigo">http://digepep.gob.do/quisqueya-aprende-contigo</a> (videos testimoniales y cifras de participación de alfabetizadores voluntarios de la comunidad).

8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	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, 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 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 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	La experiencia desarrollada en el Plan Nacional de Alfabetización: Quisqueya Aprende Contigo, es una expresión significativa de solidaridad, compromiso comunitario, cambio de vida personal y comunitaria, por tanto cambio cultural; desarrollo de autoestima y autoconfianza en los participantes. El enfoque de derechos, de inclusión, el dialogo de saberes, priorizar la participación entre otros, son propósitos centrales de la educación de jóvenes y adultos en el país; reconociendo que es un proceso que lleva tiempo.

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	not at all
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]	a lot
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]	somewhat

8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	somewhat
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)]	Not selected
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Yes
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(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.)]	Yes
(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 ]	Yes
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Yes
(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, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Yes

9.1. Do you have evidence to show that in your country, ALE has a positive impact on the 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 workers)]	Yes
9.1.1. Provide sources for the selected options.	<a href="http://acento.com.do/2015/sociales/8254136-minerd-presenta-ii-feria-nacional-escuelas-laborales-de-educacion-de-jovenes-y-adultos/">http://acento.com.do/2015/sociales/8254136-minerd-presenta-ii-feria-nacional-escuelas-laborales-de-educacion-de-jovenes-y-adultos/</a> Las Escuelas Laborales de jóvenes y adultos son fuente de formación de emprendedores; en todo el país hay muestra de creación de oportunidades de emprendimientos individuales y colectivos, microempresas, entre otros. Se trabaja con 20 centros del nuevo Modelo penitenciario en alfabetización, Básica y Secundaria. Se trabaja con personas privadas de libertad en los demás recintos.En el Plan de Alfabetización Quisqueya Aprende Contigo, se ha trabajado para la inclusión de personas con discapacidades; el material elaborado se ha traducido en lenguaje de señas, y en Braille. También se ha adecuado la capacitación del personal responsable.
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	No 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
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.	Los estudios de la CEPAL indican la relación entre nivel educativo y empleabilidad, y en el país la Encuesta Nacional de Fuerza de Trabajo ENFT, evidencia la relación de nivel educativo con la empleabilidad, donde se demuestra la relación de analfabetismo de jóvenes y adultos y la fuerza de trabajo y productividad.Fuente: Ministerio de Economía, Planificación y Desarrollo y base de datos de la ENFT y del Banco Central de Rep. Dominicana, octubre 2011
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	Strong

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing 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]	Modest
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]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Modest
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]	Modest
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]	Modest
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?	Yes
9.4.1. Give details and provide references and URL links if possible.	Fuente: Ministerio de Economía, Planificación y Desarrollo y base de datos de la ENFT y del Banco Central de Rep. Dominicana, octubre 2011.