

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



## Monitoring survey results for Poland

UNESCO Region	Central and Eastern Europe
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	The official definition does not apply to the entire range of ALE, but only to the programmes and institutions operating in:1/the part of the education system, which includes educational institutions from level 0 to level 4 ISCED (with schools for adults from level 1 to 4 ISCED),2/ the system of employment promotion and labour market institutions.The definition used in the part of education system is included in the Act of 7 September 1991 on Education System (Journal of Laws of 2004, No 256, item 2572 with further amendments). It defines adult education as "continuing education". It is the education in schools for adults, as well as the acquisition and extension of general knowledge, vocational skills and qualifications in out-of-school forms by persons who have graduated from compulsory education (Art. 3, section 16). A school for adults is defined as a school with a separate education organization system which admits persons above 18 years of age, as well as those who attain the age of 18 in the calendar year in which they are admitted to school. Out-of-school forms of education are defined as forms of acquiring and extending general knowledge, vocational skills and qualifications in continuing education centres, practical training centres and vocational training centres.Similar definition is used in the system of employment promotion and labour market institutions (including training of the unemployed, job seeking persons, employees and employers, mainly stressing the first group of adults). The Act on Employment Promotion and Labour Market Institutions of 20 April 2004 (Journal of Laws of 2015, item 149 with further amendments) defines continuing education as education in schools for adults, as well as the acquisition and extension of general knowledge, vocational skills and qualifications of the unemployed, job seeking persons, employees and employers (Art. 4, section 1, point 2b).The Act on Education System (Art. 68a, section 4) states that the definition of continuing education in this Act does not refer to continuing education implemented according to the provisions of the Act on Freedom of Economic Activity, as well as in the forms and according to the provisions specified by separate regulations, unless the specific regulation states otherwise - underlying the fact that continuing education also exists outside the education system. Despite this regulation, continuing education is not officially defined outside the education system and the system of employment promotion and labour market institutions.
1.2. Has the official definition of ALE changed since 2009?	Yes, a lot
1.2.1. What were the reasons for this change?	The definition was changed in 2011 as part of the vocational and continuing education reform implemented since September 2012. As part of this reform the vocational school for adults have been replaced by a more flexible system of courses for adults.
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.	Digital skills are a top priority in the scope of national strategy of digitization. In particular, the priority is to eliminate the digital skills gap, which applies to people 50+. Other basic skills (literacy, numeracy, social and intercultural competence) are not yet policy top priorities. That may be explained by the fact that in Poland there are very few people with low education attainment level, while the percentage of people with at least upper secondary education attainment is in Poland significantly higher than the EU average. It should be noted, however, that the basic skills have been introduced to the descriptions of occupations, core curricula for vocational education, standards of professional competence and the project of national qualifications framework.
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 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.]	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 is such a diverse sector of provision that it is difficult to define precisely.]	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.]	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.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	tend to 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.	1/ Interministerial Team for Lifelong Learning, including National Qualifications Framework, operates under Prime Minister Resolution no. 13 of February 17, 20102/ Adoption of the strategic document called "Lifelong Learning Perspective" by the Council of Ministers - September 10, 20133/ Referencing Report - referencing the Polish Qualifications Framework for lifelong learning to the European qualifications framework - 20144/ Work on the integration of the national qualifications system (including public debate with social partners on this theme) - is underway.
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]	Not selected
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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	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]	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)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Not selected
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	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.	1/ Governmental strategic document: Lifelong Learning Perspective, 2013 <a href="https://www.premier.gov.pl/wydarzenia/decyzje-rzadu/uchwala-w-sprawie-przyjecia-dokumentu-strategicznego-perspektywa-uczenia.html">https://www.premier.gov.pl/wydarzenia/decyzje-rzadu/uchwala-w-sprawie-przyjecia-dokumentu-strategicznego-perspektywa-uczenia.html</a> <a href="https://men.gov.pl/jakosc-edukacji/planowanie-strategiczne-i-uczenie-sie-przez-cale-zycie/perspektywa-uczenia-sie-przez-cale-zycie.html">https://men.gov.pl/jakosc-edukacji/planowanie-strategiczne-i-uczenie-sie-przez-cale-zycie/perspektywa-uczenia-sie-przez-cale-zycie.html</a> 2/ Governmental integrated strategies (with ALE components included):- Human Capital Development Strategy, 2013 <a href="https://www.mpips.gov.pl/praca/strategie-i-dokumenty-programowe/strategia-rozwoju-kapitalu-ludzkiego-srkl--projekt-z-31072012-r/">https://www.mpips.gov.pl/praca/strategie-i-dokumenty-programowe/strategia-rozwoju-kapitalu-ludzkiego-srkl--projekt-z-31072012-r/</a> - Social Capital Development Strategy, 2013 <a href="http://ks.mkidn.gov.pl/-">http://ks.mkidn.gov.pl/-</a> Strategy for Innovation And Efficiency of The Economy, 2013 <a href="http://www.mg.gov.pl/Wsparcie+przedsiebiorczosci/Polityki+przedsiebiorczosci+i+innowacyjnosci/Polityka+przedsiebiorczosci/Strategia+Innowacyjnosci+i+Efektywnosci+Gospodarki3/">http://www.mg.gov.pl/Wsparcie+przedsiebiorczosci/Polityki+przedsiebiorczosci+i+innowacyjnosci/Polityka+przedsiebiorczosci/Strategia+Innowacyjnosci+i+Efektywnosci+Gospodarki3/</a> Operational program financed by European funds – Digital Poland 2014-2020 <a href="https://mac.gov.pl/projekty/polska-cyfrowa-po-pc-2014-2020">https://mac.gov.pl/projekty/polska-cyfrowa-po-pc-2014-2020</a> <a href="https://www.polskacyfrowa.gov.pl/4/">https://www.polskacyfrowa.gov.pl/4/</a> Draft guidelines on law on the national Integrated Qualifications System, 2015 <a href="http://legislacja.gov.pl/Istota/14/ustal/004427">http://legislacja.gov.pl/Istota/14/ustal/004427</a>
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 disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	tend to 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 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.	1/ The consultation and public debate associated with policy for national integrated qualifications system:- meetings with social partners and NGO's- a platform for exchange of experiences- engagement in working groups2/ The process of social consultations regarding the Register of Development Services. All stakeholders involved in adult learning at/for work (adaptability of workers and enterprises) were invited and actively participated in the process of developing one of the elements of adult learning system in Poland.3/ Public consultation of the government strategic documents indicated in section 2.4 carried out in accordance with the applicable procedures.
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.	1/ Use of NQF as a policy-enhancing tool. Work on sectoral qualifications framework as a way to define competencies important for diverse sectors of economy. <a href="http://www.kwalifikacje.edu.pl/pl/2/">http://www.kwalifikacje.edu.pl/pl/2/</a> Competence Model in the Customs Service developed in accordance with the recommendation of the European Commission can serve as inspiration for other countries (e.g. The Eastern Partnership countries) for action in this area. <a href="http://www.mf.gov.pl/ministerstwo-finansow/ministerstwo-finansow/model-kompetencyjny">http://www.mf.gov.pl/ministerstwo-finansow/ministerstwo-finansow/model-kompetencyjny</a>
4.1. What percentage of public education spending currently goes to ALE?	
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	stayed about the same
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	Yes

4.4.1. Give details and provide references where appropriate and URL link if possible.	<p>1/ National Training Fund (NTF) NTF is implemented since 2014 as part of the reform of labour market services. NTF is a part of the Labour Fund resources allocated in the financial plan. NTF resources are intended to support employers investing in the continuing education of their employees. The employer, upon filing a request to the district labour office, will be able to receive financing amounting to 80% of the costs of education of employees, while micro-entrepreneurs will be entitled to 100% of the financing. The employer can use the NTF resources for example to finance the diagnosis of training needs, courses, postgraduate studies and examinations. Furthermore, NTF resources are allocated for the promotion of this instrument, determining the demand for qualifications in the labour market, counselling for employers and studying the effectiveness of the support provided. Priority guidelines for spending NTF resources are determined by the Minister of Labour and Social Policy in consultation with the Labour Market Council (a consultation and advisory body of the Minister). <a href="http://psz.praca.gov.pl/-/55453-krajowy-fundusz-szkoleniowy">http://psz.praca.gov.pl/-/55453-krajowy-fundusz-szkoleniowy</a> NTF spending plan in 2015 is available here: <a href="https://www.mpips.gov.pl/praca/fundusz-pracy/rok-2015/2/">https://www.mpips.gov.pl/praca/fundusz-pracy/rok-2015/2/</a> New system of financing training for enterprises Regarding financing training for enterprises new system has been introduced - it was shifted from supply approach (training providers decide what training they want to deliver, receive resources from the state and find clients) to demand approach (companies receive money and buy whatever training they think is most needed). However it will become operational in 2016. For that reason, at this level it is impossible to provide any specific information regarding the benefits and how it works in real life. <a href="http://www.parp.gov.pl/rejestr-">http://www.parp.gov.pl/rejestr-</a></p>
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Stayed about the same
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	4%
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2014
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	25-64
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Participation rate in education and training (formal and non-formal) in last 4 weeks (ET 2020 adult education and training benchmark)
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	Labour Force Survey, <a href="http://ec.europa.eu/eurostat/web/education-and-training/data/database">http://ec.europa.eu/eurostat/web/education-and-training/data/database</a>
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)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	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]	no change
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]	decreased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	decreased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	no change
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.	Impact of implementation of National Training Fund since 2014 and new system of financing training for enterprises since 2016 (see question 2.4).
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Yes
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]	Not selected
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 some cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Yes
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).	Learning outcomes of ALE: <a href="http://www.kwalifikacje.edu.pl/pl/Quality%20criteria%20for%20teaching%20and%20learning,%20e.g.%20curricula%20and%20methods">http://www.kwalifikacje.edu.pl/pl/Quality criteria for teaching and learning, e.g. curricula and methods</a> : <a href="http://www.kwalifikacje.edu.pl/pl/Diversity%20of%20providers">http://www.kwalifikacje.edu.pl/pl/Diversity of providers</a> : <a href="http://en.bkl.parp.gov.pl/Equity%20issues%20in%20ALE">http://en.bkl.parp.gov.pl/Equity issues in ALE</a> : <a href="http://eduentuzajsci.pl/ude">http://eduentuzajsci.pl/ude</a> Barriers to ALE participation and provision: <a href="http://eduentuzajsci.pl/ude">http://eduentuzajsci.pl/ude</a>
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.	Work on development of quality assurance in informal and non-formal learning as a part of NQF project, included in assumptions in the law on integrated qualifications system. <a href="http://www.kwalifikacje.edu.pl/pl/">http://www.kwalifikacje.edu.pl/pl/</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]	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]	
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.	
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]	2
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]	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]	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 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]	3
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:]	
[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 small extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a small 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 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? [Active citizenship and political and community participation]	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? [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 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]	somewhat
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]	
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]	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
(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 ]	Yes
(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]	Economically non-active
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 ]	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]	Young adults with high educational attainment
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]	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.	Surveys:1/ Study of Human Capital in Poland (Polish Agency for Enterprise Development, Jagiellonian University) <a href="http://en.bkl.parp.gov.pl/2/">http://en.bkl.parp.gov.pl/2/</a> Human resources management based on competencies (Educational Research Institute in Warsaw) <a href="http://biblioteka-krk.ibe.edu.pl/opac_css/index.php?lvl=notice_display&amp;id=506&amp;seule=1">http://biblioteka-krk.ibe.edu.pl/opac_css/index.php?lvl=notice_display&amp;id=506&amp;seule=1</a>
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)]	
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.	1/ Survey - Determinants of Educational Decisions (Educational Research Institute in Warsaw) <a href="http://eduentuzjasci.pl/ude">http://eduentuzjasci.pl/ude</a> <a href="http://eduentuzjasci.pl/en/en-badania-naukowe/120-english-categories/research/516-determinants-of-educational-decisions-household-panel-study.html">http://eduentuzjasci.pl/en/en-badania-naukowe/120-english-categories/research/516-determinants-of-educational-decisions-household-panel-study.html</a> 2/ Report – Training, internships and other forms of activities for improvement of qualifications of unemployed 2009-2013 <a href="http://psz.praca.gov.pl/-/1025668-szkolenia-staze-i-inne-formy-wspierania-podnoszenia-kwalifikacji-bezrobotnvcvch-2009-2013">http://psz.praca.gov.pl/-/1025668-szkolenia-staze-i-inne-formy-wspierania-podnoszenia-kwalifikacji-bezrobotnvcvch-2009-2013</a>
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]	Modest
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]	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]	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]	Modest
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]	Strong
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.	<p>1/ Training, internships and other forms of activities for improvement of qualifications of unemployed  The Ministry of Labour and Social Policy publishes annually the publication called "Training, internships and other forms of activities for improvement of qualifications of unemployed". The publication presents statistical data showing the performance of the labour offices (in the past 5 years preceding its release) in activities for improvement of qualifications of unemployed. The publication is addressed to individuals and institutions interested in the activities of public employment services. Available on the website:<a href="http://psz.praca.gov.pl/2/">http://psz.praca.gov.pl/2/</a> Study of Human Capital in Poland (Polish Agency for Enterprise Development, Jagiellonian University)<a href="http://en.bkl.parp.gov.pl/3/">http://en.bkl.parp.gov.pl/3/</a> Survey - Determinants of Educational Decisions (Educational Research Institute in Warsaw)<a href="http://eduentuzjasci.pl/ude">http://eduentuzjasci.pl/ude</a><a href="http://eduentuzjasci.pl/en/en-badania-naukowe/120-english-categories/research/516-determinants-of-educational-decisions-household-panel-study.html">http://eduentuzjasci.pl/en/en-badania-naukowe/120-english-categories/research/516-determinants-of-educational-decisions-household-panel-study.html</a></p>