

Monitoring survey results for Cyprus

UNESCO Region	North America and Western Europe
1.1. Does your country have an official definition of ALE?	No
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	No
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are 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 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.]	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 disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	No
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of this regression here.	

<p>2.1.1. Provide the most significant indicator of this progress here.</p>	<p>• The HRDA spending on human resource development activities has increased from €12.642.261 in 2009 to € 21.900.829 in 2014, an increase of 73.2%. • In 2013, the share of early school leaving amounted to 9.1 per cent of the cohort, which is below the EU average. • Labour market figures point to higher rewards in terms of employment outcomes for young people who complete the vocational stream. The on-going reform of vocational education and training, therefore, is geared to increase even more the attractiveness of the system by upgrading the curricula to focus on key competencies and reducing the number of specializations, to respond to the needs of emerging economic sectors. The initiatives highlighted above are expected to increase even more the share of secondary students choosing vocational education from 15 per cent (23.5 per cent boys and 6.2.4 per cent girls, school year 2013-2014 and improve school leavers' labour market outcomes. However, to become an effective instrument to ease the transition of young people to work, this reform would also need to address a number of additional policy issues. • Since 2012, the Ministry of Education and Culture runs Action Plans for the promotion of the EU Agenda on Adult Learning, in close cooperation with other stakeholders from the Ministry of Labour, Welfare and Social Insurance, the Foundation for the Management of Lifelong Learning Programmes, the Human Resource Development Authority and the Statistical Service of Cyprus. The Action Plan pays emphasis on raising the awareness of adults with regards to the benefits of their participation in Adult Education and Training. Towards this direction, the activities of the Action Plan aim to inform adults about the existing educational and training opportunities that are available in Cyprus today. Until today five (5) Information Days, open to public took place along with other events, based on the Action Plan. The activities are co-funded by the European Union and the Republic of Cyprus (for more information please see Compendium 2014, National Coordinators for the Implementation of the European Agenda for Adult Learning. • The National Lifelong Learning Strategy 2007-2013 and the National Lifelong Learning Strategy 2014-2020 contain various actions in relation to ALE. It is mentioned in particular that the National Lifelong Learning Strategy 2014-2020 explicitly states the various actions/programs in relation to ALE. Some examples are the Evening schools & Technical schools, Government training centres, State training institutes, Open Schools, Training programmes for unemployed, Cyprus Academy of Public Administration, Police Academy, Training programs for employees, etc. Finally, the operation of the evening schools, the evening technical schools and the post-secondary institutes for technical and vocational education and training are considered to be important for the enhancement of adult learning in the country.</p>
<p>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]</p>	<p>Yes</p>
<p>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]</p>	<p>Yes</p>
<p>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)]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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]</p>	<p>Yes</p>
<p>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]</p>	<p>Yes</p>
<p>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]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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]</p>	<p>Yes</p>

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.	<ul style="list-style-type: none"> • The National Lifelong Learning Strategy 2007-2013 and the National Lifelong Learning Strategy 2014-2020 contain various actions in relation to ALE. It is mentioned in particular that the National Lifelong Learning Strategy 2014-2020 explicitly states the various actions/programs in relation to ALE. Some examples are the Evening schools & Technical schools, Government training centres, State training institutes, Open Schools, Training programmes for unemployed, Cyprus Academy of Public Administration, Police Academy, Training programs for employees, etc.. (http://www.dgepcd.gov.cy/dgepcd/dgepcd.nsf/page41_en/page41_en?OpenDocument) • Training programmes for upgrading the skills of unemployed persons, 2009-2013. The Scheme expired in December 2013 and the last training programmes were implemented in 2014. • Job placement and training of unemployed Cypriots and EU nationals to fill vacancies and / or replace labour from third countries, 2009-2013. The Scheme expired in December 2013 and the last training programmes were implemented in 2014. • Scheme for the Improvement of the Employability of Economically Inactive Women, co-financed by the ESF during the programming period 2007-2013, 2010-2015, http://www.hrdauth.com/easyconsole.cfm/page/gynaikes • Scheme for the Improvement of the Employability of the Unemployed co-financed by the ESF during the programming period 2007-2013, 2010-2015, http://www.hrdauth.com/easyconsole.cfm/page/anergoi • Scheme for Job Placement of Unemployed Young Tertiary Education Graduates for the Acquisition of Work Experience in Enterprises / Organisations (co-financed by the European Social Fund (ESF) during the programming period 2007-2013), 2013-2015. • Scheme for Job Placement of Unemployed Young Tertiary Education Graduates for the Acquisition of Work Experience in Enterprises / Organisations (submitted for co-financing by the European Social Fund (ESF) during the programming period 2014-2020), 2014, http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/224/pc_id/17178 • Scheme for Job Placement of Young Unemployed Graduates of Lower Secondary, Upper Secondary and Post-Secondary Education of up to 2 years for the Acquisition of Work Experience in Enterprises / Organisations (submitted for co-financing by the European Social Fund (ESF) during the programming period 2014-2020), 2014, http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/225/pc_id/17178 • Training Programmes for the Unemployed, 2015, http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/227/pc_id/17178 • Multi-Company Training Programmes - Participation of the Unemployed, 2015 http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/179/pc_id/17139 • New Strategic Plan of the Directorate of Vocational Education and Training was designed and approved by the Cabinet of Ministers in April 2015. This plan corresponds to the strategic priority of the development of a comprehensive, attractive flexible and of high quality system of Technical and Vocational Education and Training, able to respond to the current and future needs and demands of the Cypriot and European economy and society.
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]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized]	tend to 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]	agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Not yet, but the government plans to do so
3.2.1. Describe how the government consults on ALE policy.	
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?	Yes
3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	<p>1. An important development with regard to trainers has been the introduction of a system for the assessment and certification of training providers. Through this system, which was fully implemented as of 1 January 2015, vocational training centres, vocational training facilities and trainers, which are involved with training programmes subsidised by the HRDA, are assessed against specific criteria to ensure that they are eligible for certification. For trainers, the criteria are based on their competence as well as their academic qualifications and their professional experience as trainers. http://www.hrda.org.cy/easyconsole.cfm/page/project/p_id/23/pc_id/171542. In addition, the Directorate of Vocational Education and Training of the Ministry of Education and Culture, introduced a new Strategic Plan of VET which was approved by the Council of Ministers in April 2015. This strategic plan will enhance, among others, the better governance of the VET sector. The main aims of this Strategic plan are the following: -Further enhancement of the relationship between VET and Industry. -Access to and use of state-of-the-art technical equipment, teaching material and infrastructure, through practical training in Industry. -Development of new STVE curricula -Enhancement of the quality and competences of STVE teachers and trainers. -Establishment of a Quality Assurance Framework, according to the EQAVET recommendation. -Organization of information campaigns regarding the prospects for employment offered by Technical and Vocational Education and Training. -Connection (horizontal movement) between all the programmes offered by the Department of Secondary Technical and Vocational Education. -Upgrading of the curricula offered by the Evening Technical Schools (second chance schools) in order to become more flexible. -Assumption of full responsibility for the Apprenticeship Scheme and upgrading of its operation. -Further development of the Post Secondary Institutes of Vocational Education and Training. -Completion of the process for the establishment of a National Qualifications Framework and development of a proposal regarding the establishment of an Organization for the Certification of Vocational Qualifications. 3. The implementation of the EU Agenda on Adult Learning which was designed mainly across three strands: (a) To establish the cooperation and communication between the representatives of various organizations that are activated in the field of adult learning, at regional and national level, through regular meetings, which will contribute to better coherence and coordination of the policies on adult learning sector. (b) To increase the awareness of the European agenda and more specifically the opportunities that adults have, with an emphasis on the disadvantaged groups and (c) To support the debate on the issue of educating the Adult Learning Staff working with vulnerable social groups (eg. unemployed adults, low-skilled adults, unemployed, those at risk of unemployment, those seeking a higher education qualification, early school leavers and adults coming from vulnerable social groups).</p>
4.1. What percentage of public education spending currently goes to ALE?	1% – 1.9%

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?	Do not know
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	
4.4.1. Give details and provide references where appropriate and URL link if possible.	
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 (%)]	42,3%
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2012
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 of the population aged 25-64 in at least one Formal or Non-Formal Education Activity during the 12 months before the survey
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	Source: Adult Education Survey, 2012, Statistical Service of Cyprus and Eurostat http://www.mof.gov.cy/mof/cystat/statistics.nsf/populationcondition_24main_en/populationcondition_24main_en?OpenForm&sub=4&sel=2
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	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]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	do not know
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]	
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]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	1. The operation of the second evening technical school in Limassol by the Ministry of Education and Culture (2011-2012).2. The establishment of the Post Secondary Institutes of VET. These Institutes provide an alternative learning pathway to secondary education graduates and adults. Source: Annual Report, MOEC 2014, http://www.moec.gov.cy/en/annual_reports.html 3. The Action Plan for the implementation of the EU Agenda on Adult Learning (2012- until today). The Action Plan, among others, aims to increase participation of Adults in Education and Training, through raise awareness campaigns, info days, booklets, information material etc. More information about the Action Plan of Cyprus can be found in the web site of the project (http://www.moec.gov.cy/aethee/en/index.html)

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]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	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]	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).	Such information exists from the Adult Education Survey of 2012 and data has been analysed by Eurostat and presented on its website : ec.europa.eu/eurostat/data/database
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.	1. The establishment of mechanisms for the Validation of non formal and informal learning: a) The System of Vocational Qualifications (SVQ) that the HRDA is developing constitutes an integral part of the National Qualifications Framework (NQF), whose development is in the final stages. The SVQ is designed specifically for the Assessment and Certification of the knowledge, skills and competences of a person to perform competently in a working environment under normal working or accepted simulated conditions at a predetermined level of skill. Candidates who meet the requirements can apply for a qualification regardless of how they have acquired the necessary learning outcomes of knowledge, skills and competences. In this respect, the Human Resource Development Authority (HRDA) validates non-formal and informal learning within the SVQ. b) In addition, according to the Ministerial Decision (No 74.676, 11/2/2013, proposal submitted by the Ministry of Education and Culture), an interdepartmental committee has been set up for the development of mechanisms for the validation on non-formal and informal learning until 2018, which will cover the general and adult education sector as well as the non-formal learning that takes place within the volunteering sector. The committee consists of representatives of the Ministry of Education and Culture, the Ministry of Labour and Social Insurance, the Human Resource Development Authority, the Planning Office and the Foundation for the Management of the Lifelong Learning Program. In addition, the Commissioner of Volunteering and NGO Commissioner participates in the Committee. The Committee will take into account the work that has been already done by the HRDA, which is realised by the HRDA through the System of Vocational Qualifications. Finally, it should be noted that the Ministry of Education and Culture submitted a proposal so as for the process to be financed by the European Social Funds (period 2014-2020). The project has been approved and its implementation is underway. 2. Forming the legislative framework for the establishment of the Agency of Quality Assurance and Accreditation in Higher Education (July, 2015). 3. The new Strategic Plan of VET which aims at the development of a comprehensive, attractive flexible and of high quality system of Technical and Vocational Education and Training, able to respond to the current and future needs and demands of the Cypriot and European economy and society.
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]	
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]	4
7.1.1. Explain your response here.	It's known, from international empirical and research data that lifelong learning and employment affects mental health and well-being. Mental Health Services put efforts to provide services based on the bio-psycho-social approach. The Ministry of Health also follows WHO and ECDC recommendations.
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]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Yes
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)]	Yes
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]	Yes
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)]	Yes
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)]	Yes
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)]	Yes
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)]	Yes
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.	Dental Services: ALE has a positive impact on knowledge, attitudes and skills regarding oral health. Last epidemiological study conducted by the Public Dental Services in 2014 showed that the proportion of adults (aged 35-44 and 65-74) visiting a dentist for preventive reasons has increased substantially compared with the results of Eurobarometer, in 2010. Also the vast majority of adults brush their teeth at least once a day. The improvement in the level of oral health has led to improvement of the proportion of adults who consider the level of their oral health as good or very good. Nursing Services: In co-operation with other professionals, Health Visitor Services provide health education programs for parents to be and for pregnant women. The main topics of Health education programs are physical and psychological changes of the pregnant woman, hygiene, and nutrition for the pregnant woman and infant/baby, breastfeeding, Pap test, etc. Also, there is education in Basic Life Support to groups of Adults (non Health Professionals) and First Aid Programs offered by Health Visitors to school teachers. Administration MOH: ALE people with HIV/AIDS are educated having a positive impact on them and the society as a whole. The Ministry of Health has constituted a National Policy Plan with many involved stakeholders (Government services and NGOs). Also the Ministry has a specialized clinic devoted to the healthcare, education and consultation of people with HIV/AIDS and their families. Regarding smoking, there are clinics/ sessions organized where individuals participate so as to quit smoking. Please note that available data is only empirical. There is no statistical data to support it.
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [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]	3
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]	3

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?	Yes
[Name of coordinating body:]	Public Health unit at the Administration level of the Ministry of Health
[Briefly describe its mandate and activities:]	The Public Health unit at the Administration level of the Ministry of Health that coordinates the preparation and implementation of Strategies in relation to health promotion and disease prevention and disseminates the available budget accordingly
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]	Not selected
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]	Yes
8.1.1. Give sources for checked options.	Evidence is based on professional experience for Mental Health Services.
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 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 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? [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 large 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 large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a 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	somewhat
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]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	a lot
Groups that are the hardest to reach with ALE programmes? [Refugees]	Yes
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Yes
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	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]	
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]	Yes
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Not selected

(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Yes
(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)]	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.)]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Not selected
9.1.1. Provide sources for the selected options.	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	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]	Both
9.2.1. Provide sources for the selected options.	The HRDA conducted in May 2014 an evaluation study covering the participants in the HRDA´s Special Prevention Scheme – Action Plan during the period 2009-2013. Results demonstrated the very positive impact of the specific Schemes of the Special Prevention Scheme – Action Plan, which combine training and employment in an enterprise. Specifically, it was found that 83,9% of all participants (80,6% of women participants) of the Scheme titled “Management Training of Tertiary Education Graduates” and 69,3% of all participants (66,0% of women participants) of the “Emergency Scheme for the Support of Employment through the Individualised Training of the Unemployed in Enterprises” were found to be employed after the completion of their participation in the Schemes, compared to 47,6% which was the average for all Schemes included in the Special Prevention Scheme – Action Plan. The percentage of women participants that were found to be employed after the completion of their participation in the Schemes was 44,2%.The latest evaluation study, which was completed in January 2015, covered the participants of the Scheme for Job Placement of Unemployed Young Tertiary Education Graduates for the Acquisition of Work Experience in Enterprises/Organisations (2013). Results of the study show that the Scheme significantly improved the employability of the participants given that half of them (49,8%), at the time of the survey (November - December 2014), approximately 6 months after completion of their participation, stated that they were working. The respective percentage, enhancing women´s employability, is 49,7%. From a total of 1.500 participants of the Scheme, it is noted that 61,0% were women. The employment rate was higher (56,1%) for the persons who were placed in enterprises/organisations of the Private sector. It was also found that approximately 1 in 4 (23,9%) participants in the Scheme who were employed, continued to work in the enterprise/organisation of their placement. Over 8 out of 10 participants were satisfied or very satisfied with the Scheme. http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/219
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]	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]	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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Strong
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]	Strong
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]	Strong
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?	
9.4.1. Give details and provide references and URL links if possible.	