

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for Morocco

UNESCO Region	Arab States
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Est alphabète, toute personne maîtrisant les compétences alphabétiques clefs qui lui permettent d'adhérer à la vie quotidienne de manière fonctionnelle et efficace, et pouvant utiliser ces compétences de manière tout à fait autonome pour assumer ses rôles en tant que membre dans sa famille, en tant que citoyen dans sa communauté et en tant que producteur et consommateur de biens, de services et d'informations.
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	-Généraliser l'enseignement de base(primaire et collège);-donner une seconde chance d'éducation aux enfants et jeunes non scolarisés et déscolarisés;-intégration du département de la formation professionnelle dans l'enseignement générale;-création du bac professionnel;-orientation et passerelle;-création de l'Agence Nationale de Lutte Contre l'Analphabétisme(ANLCA).Les objectifs de l'Agence Nationale de Lutte Contre l'Analphabétisme d'ici l'an 2020 sont les suivants : .Objectif Global 1: Accélérer le rythme des réalisations : 1.1-L'alphabétisation de 1 000 000 bénéficiaires par an d'ici 2020 ; 1.2-La réduction du taux d'analphabétisme global à moins de 10% ; 1.3-La réduction à moins de 2% de l'analphabétisme chez les jeunes de 15-24ans ; 1.4-L'amélioration des compétences de la population active analphabètes ou Faiblement alphabétisée ; 1.5-Le renforcement des programmes d'alphabétisation pour mieux contribuer à la Promotion du statut et de l'autonomisation des bénéficiaires ; • Objectif Global 2 : Renforcer le passage à une alphabétisation "plurielle" et qualifiante : 2.1.L'ouverture sur les différentes catégories sociales et professionnelles suivant leurs besoins en termes d'amélioration des niveaux d'alphabétisme (différentes catégories : jeunes, population active par secteur, les incarcérés, les immigrants...) et différents contenus, approches et matériaux (alphabétisation de base, alphabétisation numérique, juridique, alphabétisation en civisme, en langues étrangères, en gestion de projets générateurs de revenus, en gestion de coopératives, préparation à une qualification professionnelle..etc.) ; 2.2.L'élargissement du champ d'intervention en vue de toucher les régions les plus en difficulté L'élargissement du champ d'intervention en vue de toucher les régions les plus en difficulté et les couches sociales les plus défavorisées ; 2.3.L'instauration de la convergence entre les efforts de l'alphabétisation et les autres programmes de développement ; 2.4.La diversification des partenaires financiers et techniques et des opérateurs relais avec une orientation planifiée, pertinente et pragmatique de tout soutien ou intervention. • Objectif Global 3 : Améliorer la qualité des interventions : 3.1.La diversification des approches didactiques en vue de mieux répondre aux besoins des différentes catégories de population ciblées ; 3.2.L'institutionnalisation du système de certification en le rendant cohérent avec le Cadre National de Certification ; 3.3.L'instauration des passerelles entre l'alphabétisation et les systèmes de formation professionnelle et de qualification ; 3.4.Le renforcement des capacités en vue de la professionnalisation des différents intervenants pour une meilleure implication en vue de la professionnalisation ; 3.5.La diversification, l'opérationnalisation et l'automatisation des mécanismes de suivi, de contrôle et d'évaluation. • Objectif Global 4 : Assurer les conditions de réussite : La garantie d'un financement suffisant et pérenne, l'instauration d'une bonne gouvernance, la mise en place d'une stratégie de communication, de plaidoyer et de mobilisation pertinente et la révision et l'enrichissement du cadre législatif et organisationnel régissant le domaine de l'alphabétisation dans le pays.
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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	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.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	
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.	le taux d'analphabétisme a régressé de 43% en 2004 selon le Recensement Général de la population et de l'habitat 2004 à 28% en 2012 selon l'enquête nationale sur l'analphabétisme au Maroc.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	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)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	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 existed before 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.	la mise en place de l'Agence Nationale de Lutte Contre l'Analphabétisme (ANLCA) a connu, jusqu'à présent plusieurs étapes, dont on peut citer : • l'adoption du projet de loi n° 38-09, portant création de l'Agence Nationale de la Lutte Contre l'Analphabétisme ; • la publication de cette loi au Bulletin Officiel n° 5980 du 22 septembre 2011 ; • la publication du décret d'application (n° 2.13.46) de la loi N° 38-09 au Bulletin Officiel n° 6169 du 15 juillet 2013. Ce texte fixe : <input type="checkbox"/> l'autorité de tutelle (Chef du Gouvernement) ; <input type="checkbox"/> Les modalités de désignation des membres du conseil d'administration. • L'inscription d'une ligne budgétaire réservée et dotée au niveau de la Loi des Finances 2014 (Morasse du Ministère de l'Education Nationale) pour le budget de l'Agence Nationale de la Lutte Contre l'Analphabétisme. • Le lancement de l'appel à candidature pour le poste de Directeur de l'Agence Nationale de Lutte Contre l'Analphabétisme en septembre 2013 ; • La nomination du Directeur de l'Agence National de Lutte Contre l'Analphabétisme en Novembre 2013; • Le départ du directeur nommé à un autre secteur en juillet 2014 • La nomination du Directeur de l'agence par intérim; • L'organisation de la première réunion du conseil d'administration tenue le 5 novembre 2014.
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]	agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Yes
3.2.1. Describe how the government consults on ALE policy.	
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.	le 1er conseil d'administration (CA) a désigné deux commissions : -La commission de stratégie et de d'investissement;-La commission d'audit.Juste après la désignation de tous les membres de chacune des deux commissions, l'agence à procédé par la préparation des conditions nécessaires pour la tenue de leurs réunions respectives en suivant des démarches qui diffèrent d'une commission à l'autre.II est à souligner que le président de la commission de stratégie a procédé en concertation avec la direction de l'agence par la mise en place d'un comité scientifique pour l'accompagnement et l'encadrement des travaux de la commission mère.-les réunions de La commission de stratégie et d'investissement: La première réunion a eu lieu le 21 janvier 2015 et a été l'occasion pour les membres de la commission de : i) se connaître en tant que membres de la commission et faire la connaissance des cadres de l'agence, ii) s'informer sur les plans d'action des différents départements et unités de l'agence et iii) émettre des observations sur ces plans d'actions et sur l'avancement dans la mise en place de l'agence. La 2ème réunion a eu lieu le 6 mars 2015 et a eu comme objectif : i) la prise de contact avec les membres du comité scientifique mis en place par le président de la commission et ii) la validation de la démarche entreprise par le président de la commission et le comité scientifique pour l'analyse de la situation de l'analphabétisme au Maroc et la proposition de pistes pour l'accélération du rythme et l'éradication de ce fléau dans les meilleurs délais.Le comité scientifique, étant un relais de la commission de stratégie et d'investissement, est constitué de professeurs universitaires et de spécialistes et consultants dans le domaine de l'éducation et de la recherche. Il a tenu, depuis début janvier 2015, une multitude de réunions au cours desquelles le travail s'est focalisé sur la lecture et l'analyse des documents et des rapports de recherche, d'enquêtes et de séminaires se rapportant à l'analphabétisme et à l'alphabetisation au Maroc. Trois grands axes ont fait l'objet de l'investigation du comité scientifique : La gouvernance du système d'alphabetisation ; La demande et l'offre dans le domaine de l'alphabetisation ; La qualité des services d'alphabetisation.

4.1. What percentage of public education spending currently goes to ALE?	0.5% – 0.9%
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	increased
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to increase
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 (%)]	8%
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]	15 ans et plus
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	inscription aux programmes d'alphabétisation
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	Agence Nationale de Lutte Contre l'Analphabétisme
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Equal participation
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	Equal participation
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)]	Equal participation
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Women participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Residents of rural and remote areas]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	increased

5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
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.	Pour améliorer l'accès et la participation, l'ANLCA compte d'ici 2020:- accélérer le rythme des inscriptions aux programmes d'alphabétisation (1 000 000 bénéficiaires par an au lieu de 700 000 par an)-Mettre en place un programme spécifique pour les jeunes âgés de 15-24 ans;- Mettre en place des programmes sectoriels pour la population âgée de 25-45 ans;-Mettre en place des programmes d'alphabétisation qualifiante pour les salariés du secteur privé;-Améliorer et enrichir le programme communautaire pour mieux répondre aux attentes des bénéficiaires ;-Mettre en place des programmes de renforcement des compétences (post-alphabétisation) pertinentes et diversifiées ;-Mettre en place des programmes spécifiques pour l'inclusion des catégories sociales minoritaires
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)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	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 all cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate capacity
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]	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]	Yes
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]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	l'enquête nationale sur l'analphabétisme au Maroc 2012
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.	Afin d'améliorer la qualité des programmes d'alphabétisation, l'Agence Nationale de Lutte Contre l'Analphabétisme (ANLCA) a mis en place :1-un système nationale d'évaluation et de certification de niveau 1 (alphabétisation) et de niveau 2 (post- alphabétisation).Les objectifs assignés à ce dispositif sont les suivants: - Mettre en place les mécanismes d'évaluation et de certification pour une reconnaissance sociale; - Mesurer le degré d'acquisition des compétences par les bénéficiaires des programmes d'alphabétisation et améliorer la qualité de leur apprentissage; - Instaurer la culture de l'évaluation dans le processus de l'alphabétisation.2-des centres de validation des acquis au profit des anciens bénéficiaires n'ayant pas été certifié ou des autodidactes3-un système d'information pour améliorer le pilotage des programmes d'alphabétisation.ce système est composé de 3 modules: - module de recensement; - module de procédures de gestion; - module de reporting.
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	a lot
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	a lot

Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	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]	5 = a great deal
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]	5 = a great deal
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.]	Yes
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]	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)]	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)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Yes
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.	-Enquête nationale sur l'analphabétisme , la non scolarisation et la déscolarisation au Maroc 2006.-Enquête nationale sur l'analphabétisme au Maroc 2012;-Etude d'impact des programmes d'alphabétisation 2010.
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	3
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]	

7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	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:]	No
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Not selected
8.1.1. Give sources for checked options.	-Enquête nationale sur l'analphabétisme , la non scolarisation et la déscolarisation au Maroc 2006.-Enquête nationale sur l'analphabétisme au Maroc 2012.
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a 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 large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	
8.3.1. Please specify	

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	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? [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]	somewhat
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]	Yes
(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]	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]	les jeunes en activité ou sans activité économique
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.)]	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]	les femmes
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]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Not selected
9.1.1. Provide sources for the selected options.	Etude d'impact des programmes d'alphabétisation 2010
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	Both
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.	Etude d'impact des programmes d'alphabétisation 2010
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	Strong

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	Strong
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]	Strong
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]	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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Modest
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	Yes
9.4.1. Give details and provide references and URL links if possible.	Etude d'impact des programmes d'alphabétisation 2010