

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



## Monitoring survey results for Georgia

UNESCO Region	Central Asia
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?	
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.	<p>The main characteristics of Georgia's policy approach to literacy and basic skills are as follows:</p> <ol style="list-style-type: none"> <li>1. According to the labor market requirements the programs are oriented to the development of basic skills such as interpersonal communication and social competence, mathematical skills, information technologies, entrepreneurship etc.</li> <li>2. Encouragement of flexible and comprehensive educational programs that are adjusted to development of educational needs and development of basic skills of teenagers, adults and vulnerable groups. There have been several extremely successful such programs which support Georgian Language acquisition among members of ethnic minorities. For example, since 2010, Georgia's Ministry of Education and Science has developed a special project called Four Plus One which helps ethnic minorities students pursue higher education through Georgian institutions by allowing them to enroll in a Georgian language preparatory program during their first year of university studies, after which these students continue their education in their chosen major for the next four years; National Center for Teacher Professional Development systematically conducts Georgian language trainings for teachers of non-Georgian schools; Furthermore, such successful programs have breadth beyond Georgian language acquisition; one of educational programs, for illustration, aims to teach prisoners the basic skills that will make them employable and more involved in the country's social life.</li> </ol>

<p>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.]</p>	<p>tend to agree</p>
<p>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.]</p>	<p>agree</p>
<p>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.]</p>	<p>tend to agree</p>
<p>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.]</p>	<p>tend to disagree</p>
<p>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.]</p>	<p>tend to disagree</p>

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.]	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?	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.	<p>In July 2015, the foundation of public servants training school was initiated by the Prime Minister of Georgia Irakli Garibashvili (Resolution № 319 of Georgian government). According to the resolution the government administration and International Education Center are responsible for founding the school. The school will be opened in September of 2016. One of the main goals of the school is the development of basic training program for every person who plans to work in the public sector. The curriculum provides the specific skills that support public servants in the career growth. In general, the school will be an instrument of public service reform. Accordingly, the training and professional development programs will form based on the new qualification framework. Beside this, there are many adult education programs and in-service trainings as well as training/educational centers in the ministries and municipalities in Georgia. National Center for Teacher Professional Development of Ministry of Education and Science of Georgia systematically conducts teacher's professional development trainings in different fields as well as Georgian language trainings for teachers of non-Georgian schools. Significant work was also done in the sphere of adult learning and education; particularly, the training modules of secondary school and vocational school teachers was improved; language courses for non-Georgian school teachers were further developed in scope of "Georgian as a Second Language" and "Georgian Language for Future Success"; subject-training course is being developed for teachers of non-Georgian schools; different training courses have been held for applicants of teacher's and mentor's positions;The Ministry of Education and Science's Zurab Zhvania School of Public Administration is implementing two programs of adult education: the three levels of Georgian (state) language training program and Public Administration and Administration Program. School's target groups are public servant representatives of ethnic minorities and mountainous regions. The school annually trains 2500 ethnic minorities. Furthermore the Training Centre of Ministry of Corrections, Environmental Information and Education Center of Ministry of Environment and Natural Resources Protection of Georgia, Training Center of Justice of Georgia, Academy of the Ministry of Internal Affairs of Georgia, the Academy of the Ministry of Finance, Civil Service Bureau etc. provide the different types of ALE programs.According to the data of the Ministry of Corrections of Georgia the rate of prisoners involved in adult learning and education program has increased; the Penitentiary and Probation Training Centre started work to develop mentoring program in the system in 2013; "Healthy Environment and Disease Prevention" program was developed with assistance of EU in 2013; in scope of the program cascade trainings for mixed groups began in 2014; trainers team was trained by international experts for the trainings. The Penitentiary and Probation Training Centre developed a long term (6 months) learning program for the staff of Justice Regime Department; the program is based on "theory plus practice " principle. The training center developed a specialized training program and started permanent trainings for medical staff of the penitentiary system. In the Academy of the Ministry of Internal Affairs professional training programs have significantly developed since 2011; number of learning hours increased; new subjects and practical trainings were added.Ministry of Labor, Health and Social Affairs of Georgia developed "Professional Trainings for Job Applicants and State Program of Professional Development" project which is being prepared for ratification. The program provides training courses for citizens over the age of 23 in fields that were revealed by the research. Ministry of Sport and Youth Affairs of Georgia developed a frame of the key competences of non-formal education which includes 9 key competences. The key competences are divided by thematic modules and are aimed at the challenges that are</p>

faced by youth. Since the importance of non-formal education is realized there is a need of improving of institutions that provide non-formal education services and of developing of a common quality standard for them and the ministry is carrying out the works in this direction and it permanently revises the works together with young people and nongovernmental sector. Manuals for trainers have been prepared by experts were types and principles of non-formal education, significance and meaning of non-formal education trainings, competencies for a trainer of non-formal education and recommendations for them are explained in detail. Manuals have practical enclosures where besides recommendation a useful material - games, training plans and schedules – can be found. In order to increase an environmental awareness of society, to assist public participation in the decision-making process and to promote an access to justice in the structure of the Ministry of Environment and Natural Resources Protection of Georgia, a legal entity - “Environmental Protection and Education Centre” has been founded. The main goal of the center is to train its own, as well as LEPL’s staff in order to improve their qualification. Personnel of the Ministry of Environment and Natural Resource Protection, Agency of Protected Areas, National Forestry Agency, environmental supervision staff have been trained since 2013. Educational programs for adults have been implemented in municipalities. For instance, in 2009-2014 employment-oriented English and Computer Courses were organized and financed by Tbilisi City Hall. Since 2014 the framework of new program “Vocational and Adult Education” has been developed. At this stage the needs assessment is in the process with the aim to design the labor market oriented programs. The municipality of Gori provides a non-formal educational and art programs of cultural-educational youth center of etc. Since 2010 Georgian State Universities provide special Georgian language preparatory program “Four Plus One” to ensure ethnic minorities access to the higher education. It should be also noted that since 2009 many important political and legal documents have been adopted in Georgia. 2014 policy document Continuing Vocational Training in Eastern Europe (CVT)– “Validation of Non-Formal/ Informal Learning (VNFIL) in Georgia”. The goal of the policy is to promote Validation of Non-Formal/ Informal Learning (VNFIL) system in Georgia. In 2009-2012 by the assistance of EU a strategy of professional education was adopted and executed. An action plan includes components that promote the policy of studying and education of adults. On the basis of the priorities outlined during the execution on December 6 2013 an order of the Prime-minister №300 was developed and adopted – “Strategy of a Reform of Professional Education” (2013-2020) where an employment of graduates of professional education courses is emphasized. A market research is a very important component of the strategy. A law was developed on the basis of the strategy which includes flexible approaches to adult education (training, basic skills development etc.). The law is being discussed and it will be introduced to parliament this year. By the National Center for Educational Quality Enhancement in order to provide quality professional development module professional programs have been developed that give a person a possibility to get a full qualification or pass through a single module in order to meet requirements of labor market. An order of recognition of a non-formal education was developed in 2011 and was ratified by the minister of Education and Science of Georgia in 2011 (order № 8/5). The conception of the recognition of a non-formal education has been developed since 2011 with the participation of the National Centre for Educational Quality Enhancement– LEPL. According to The Social-Economic Strategy of Georgia “Georgia-2020” Development of high-quality vocational education is one of the Government’s main priorities.

<http://static.mrdi.gov.ge/551e4a570cf24147438b1727.pdf>The development of the continuous education/lifelong learning system is one of the main direction of the strategy of the Ministry of Education and Science of Georgia – “The Strategic direction of the Development of the Education and Science”, 2014. <http://mes.gov.ge>The department of Higher Education and Science Development of the Ministry of Education and Science in cooperation with Research and Evaluation Division of

	<p>Administration (department) is making study on continuous education/Lifelong learning in Georgian higher education institutions. Recommendations based on the study results may be applied to activate a work of higher education institutions in the field of continuous education. This will increase a social dimension of higher education and involvement of higher education institutions.</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>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 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>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. [Long-term unemployed people]</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 living with disabilities]</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. [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>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. [Minority ethnic, linguistic or religious minorities and indigenous peoples]</p>	<p>Yes</p>
<p>2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?</p>	<p>Yes, a policy framework was developed after 2009</p>
<p>2.4. Since 2009, has your country enacted any important new policies with respect to ALE?</p>	<p>Yes</p>

2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.

In December of 2013 the "Professional Education Reform Strategy (2013-2020)" was ratified by the order № 300 of the prime-minister of Georgia. The strategy concerns a professional education of adults and developing a flexible, available and quality system. The Ministry of Education and Science of Georgia, its units, social partners, educational institutions work actively to implement this strategy. In 2014, the Ministry of Education and Science with the financial support of the World Bank developed the "Strategy of Development of the System of Education and Science." The strategy includes adult learning and education. This document is available on the website of the ministry for the public discussion (<http://mes.gov.ge/uploads/strategia..pdf>). In scope of the Centre of Environmental Protection and Education of the Ministry of Environment and Natural Resources Protection of Georgia NBSAP was developed (National Biodiversity Strategies and Action Plans 2014-2020). One of the chapters of the strategy is called "Public Relations and Education" (promoting adult education through trainings), "Education for Sustainable Development: National strategy and Action Plan of Georgia (2012-2014)" – the document consented by the Ministry of Education and Science and the Ministry of Environment and Natural Resources Protection of Georgia. Ministry of Labor, Health and Social Affairs of Georgia developed the "National Program of Professional Trainings and Quality Improvement for Job Applicants" which will be ratified by the Georgian Government. The programs of adult education and learning programs are realized in the country. Few of them are listed below: LEPL of the Ministry of Education and Science of Georgia – National Centre for Teacher Professional Development -implement different projects (subject, methodology, professional trainings, seminars, workshops, conferences) for target groups (adults): 1. "Teach for Georgia" 2009; 2. "Trainings in Information – Communication Technologies" 2009; 3. "Applicants and Teacher Induction Program" 2009; 4. "Teach and Learn with Georgia" 2010; 5. "Teacher Training Subprogram" 2010; 6. "Georgian Language for Future Success" 2011; 7. "Vocational Teacher Development State Program" 2014; 8. "Education Management Program" 2014; 9. "Trainers' School" 2014 ([http://tpdc.ge/?action=page&p\\_id=184&lang=geo](http://tpdc.ge/?action=page&p_id=184&lang=geo)). According to data of the Ministry of Education and Science the majority of higher education institutions implement adult education programs, about in 20 different fields, totally – about 430 programs/courses/trainings, such as: business administer, education, social sciences, arts, democratic values, industry braches, healthcare etc. Ministry of Corrections of Georgia implemented more than 80 programs/trainings/courses: special program for personnel that works with juvenile offenders; long term learning course for personnel of department of justice regime; basic human rights and freedoms; United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders ('the Bangkok Rules'); personal data protection and policy of providing information safety; learning program for personnel of department of justice regime of Juvenal institution; correction institution personnel primary program; emotional aggression management program; stress management program etc. ([http://pptc.ge/?action=page&p\\_id=76&lang=geo](http://pptc.ge/?action=page&p_id=76&lang=geo)). The Centre of Environment Protection and Information of The Ministry of Environment and Natural Resources Protection of Georgia, with assistance of USAID, GIZ and other local and foreign partners implements learning programs: "Course of Identification Basic Kinds of Mammals"; "Ecological Rights of a Human"; "Foresters' General Course"; staff of National Forestry Agency has been trained in 9 regions; "Detection of Administrative Offence in Forests of Protected Territories and further reaction" etc. According to the order № 987 (17 December 2012) of the minister of internal affairs of Georgia the following special programs are implemented for applicants for job and the personnel in the Ministry of Internal Affairs of Georgia: patrol-inspector; district inspector; detective; firefighter- rescuer; border controllers; special educational programs for Georgian Border Police Land Border Department boarder-guards. The Ministry of Sport and Youth Affairs of Georgia implements projects that are reflected in the following documents: the document of the youth policy (Georgian state / 28 March 2014; Action Plan of State's Youth Policy – Georgian government, March

	<p>2015).The municipality of Ambrolauri implements a program of non-formal education (ordinance № 79 of municipality of Ambrolauri; 26.12.2014).</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation ]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems ]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements ]</p>	<p>agree</p>

<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]</p>	<p>tend to agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]</p>	<p>agree</p>
<p>3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]</p>	<p>agree</p>
<p>3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?</p>	<p>Yes</p>

3.2.1. Describe how the government consults on ALE policy.

The government structures are actively collaborating with academic institutes, interested organizations and society. The Government, through ministries and its departments, systematically carries out consultations with international organizations and foreign experts, during their visits to Georgia as well as within the framework of training tours and exchange programs. Along with this, systematic consultations are carried out with all interested structures about executed programs and situation analysis is made with the purpose of effective planning of teaching measures. Also, analysis of feedback questionnaire of teaching's participants is carried out, with the purpose of improving of teaching program. Examples of above mentioned collaboration are presented below.

- LEPL National Center for Teacher Professional Development of Ministry of Education and Science of Georgia is carrying out consultations with donor organizations as well as with various nongovernmental organizations. Professional councils are established which include provider organizations, employers, other thematic groups participating in processes of development of standards, accreditation and authorization;
- In 2009 within the framework of project financed by the European Commission via National Tempus Office Georgia, recommendations were developed under the auspices of EC for institutions of higher education, about preparation and execution of programs in the context of lifelong learning, guidebook under the title "Lifelong learning in the institutions of higher education of Georgia" was prepared.
- Higher Education and Science Development Department of the Ministry of Education and Science of Georgia is included in TEMPUS project: „A Network for Developing Lifelong Learning in Armenia, Georgia and Ukraine (LeAGUe) (543839-TEMPUS-1-2013-1-SE-TEMPUS-SMHES)“, broad goal of which is to develop those competencies with continuous education of labor force which are required by the modern and rapidly changing labor market. This includes teaching of new and respective skills, retraining for new profession or development of transfer skills.
- Higher Education and Science Development Department of Ministry of Education and Science of Georgia in collaboration with Researches and Evaluation Division of Administration (department) is carrying out study of continuous education development in higher education institutions of Georgia. Recommendations elaborated on the basis of research results, may be used for enhancing of activities from the side of higher education institutions, in the direction of continuous education which, in turn, will increase social dimension of higher education and inclusion of higher education institutions in the process of society's development.
- In the sphere of professional education, particularly, in the direction of modular professional program teaching, Ministry of Education and Science of Georgia is collaborating with the Ministry of Labor, Health and Social Affairs. Persons registered in the list of persons to be employed, will receive professional education as well as will study certain modules. Collaboration with National Statistics Office is ongoing. Coordinating Council is established which is supervising implementation of professional educational strategy, planning and executing consultations.
- Apart with this, Ministry of Education and Science of Georgia is collaborating with Ministry of Labor, Health and Social Affairs of Georgia, with regard of professional education of job seekers; with the purpose of professional training of former inmates - collaboration with Ministry of Justice of Georgia, with the purpose of professional training of inmates - with Ministry of Corrections, etc. Within the framework of these programs, in the process of consultations and decision making, social partners and partner international organizations are included. Consultations are ongoing in various formats - consulting bodies and interdepartmental working groups are established and so on.
- With the purpose to make trainings "Detection and subsequent reaction on administrative wrongdoings in forests of Georgian Protected Areas" of LEPL Environmental Information and Education Centre of Ministry of Environment and Natural Resources Protection of Georgia more effective, at the request of Agency of Protected Territories, selection of trainers and acting judges was carried out.
- Framework document of key competences of non-formal education prepared by Ministry of Sport and Youth Affairs of Georgia was sent to all interested parties. Consideration of this document in working process was made during forum of local

	<p>nongovernmental youth organizations. Recommendations and remarks obtained in focus groups were reviewed in respective offices of Ministry of Sport and Youth Affairs and their partial or, in some cases, full taking into account was made. Apart with this, the Ministry, with participation of Population Fund of UN, developed action plan for implementation of youth state policy, in which those objectives were detailed which arise before the state, for education, strengthening and developing of youth. In this document, action plan, specific goals and ministries/jurisdictional units are listed, as well as those measures, programs or projects which should be carried out for complete and effective implementation of assigned tasks, and indicators of their implementation. Within this framework, governmental coordinating council was established which has a function to create effective communication between offices, as well as function of monitoring implementation and consultations. Aside from that, on the level on municipalities, informing of population is carried out, through meetings and mass media. It should be noted that, with the purpose of program improvement and better adjustment to labor market, certain researches are implemented, for example: ü Situational analysis of professional educational system of Georgia, 2009, UN Development Program;ü Accordance of professional education to the requirements of labor market in Georgia, 2010, GIZ, MES of Georgia; ü Analysis of needs of labor market and professional teaching provision in the Adjara tourism sphere, 2012, GIZ, MES of Georgia; ü Research of employers' satisfaction, 2014, MES of Georgia;ü Research of effectiveness of National Professional Council and its thematic groups, 2014, MES of Georgia;ü Research of academic needs of school directors, TPDC, 2010;ü Research of professional development needs for teachers, TPDC, 2012.ü Research of professional graduates _Tracer Study, 2014, MES of Georgia</p>
<p>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?</p>	<p>Yes</p>

<p>3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.</p>	<p>Good practice implemented on the field of higher education. See on link: <a href="http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf">http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf</a> Office of Youth Programs of Ministry of Sport and Youth Affairs is implementing a program of professional orientation. The goal of professional orientation program is to help pupils and youth in choosing of profession and planning a career. The Program allows youth to make correct professional decision, with consideration of their skills, personal characteristics and outer factors. With this purpose, interactive consulting webpage <a href="http://www.myprofession.ge">www.myprofession.ge</a> and guidebook/tutorial "Choose your profession" was created by the Ministry. Also, Facebook page myprofession Georgia, supporting the webpage. On the webpage psychological adapted tests required for professional orientation are uploaded: ü Holland's self-teacher for professional orientation (John L. Holland; Form R, 4th Edition); ü Questionnaire for decision making (Samuel H. Osipov);ü Questionnaire for research of professional interests (Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)Also, recommendation materials which include following issues: ü What is professional orientation? ü How to use myprofession.ge ?ü What is career development? ü How it is important psychological help during choosing a profession? ü Traditional methods of making professional decisions; ü If you have a problem in choosing a profession... ;ü Which factors should be considered during choosing a profession? ü Analyses cases; ü Who is professional consultant? ü What are values? ü What are professional interests? ü What is inborn talent? ü How to study our own personality? ü How parents can help their children in choosing a profession; ü How to prepare and successfully pass an interview, etc. On the webpage analysis of specific cases is given, as well as video spots of 4-5 minutes format about 40 professions where successful representative of certain profession is talking about his/her profession around following issues: how he/she chose a profession, advices during profession choosing, characteristics of job, education, skills, abilities and personal characteristics, positive and negative sides of job, tendencies of professional development, advices to youth. In the video spot pictures are presented where working environment of professional is more or less reflected. On the webpage short descriptions of around 800 professions and specialties are placed. Also electronic version of guidebook "Choose your profession" is uploaded. Tutorial "Choose your profession" is a first textbook published on Georgian language in the sphere of professional orientation. It is designated to the senior pupils, also for those who did not yet choose profession or want to change it. In the book useful information is collected from English language scientific literature published in recent years in the sphere of professional orientation, and also, from guidebooks prepared for persons interested in choosing a profession. Following materials are presented in the guidebook: ü What is a career development; ü Process of decision making or choosing a profession; ü Values, interests, skills; ü How to study our own personality; ü Working environment and professional abilities; ü Process of ideal job seeking. The goal of guidebook is to help youth in their self-determination. It familiarizes them with many-sided nature of decision making associated with choosing a profession and career. There are recommendations useful during a choosing of profession. Also, interesting and amusing exercises, with the purpose to use obtained knowledge in the practice.</p>
<p>4.1. What percentage of public education spending currently goes to ALE?</p>	<p>4% or more</p>
<p>4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has</p>	<p>increased</p>

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.	It is important that the expenses for adult education are covered from the state budget. See also Decree #244 of the Government of Georgia, 19/09/2014 "On determination of financing rules and conditions of Vocational Education and approval the maximum tuition fee at state VET institutions".
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Increased
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	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]	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]	Equal participation
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	no change
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]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	increased
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes

<p>5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.</p>	<p>Within the framework of project financed in 2009 by the European Commission, recommendations were developed for higher education institutions, about preparation and implementation of programs in the context of lifelong teaching.  <a href="http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf">http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf</a>At the same time, as it was mentioned above, Higher Education and Science Development Department of Ministry of Education and Science of Georgia in collaboration with Researches and Evaluation Division of Administration (department) is carrying out a research of continuous education development in higher education institutions of Georgia (see 2.1.1).In the Academy of Ministry of Internal Affairs, acceptance of attendees is available for those who satisfy requirements indicated in the order №987 of Minister of Internal Affairs of Georgia from December 17, 2012. See URL link:  <a href="http://policeacademy.ge/newfiles/kandidatebis_migeba/charicxvis_wesi.pdf">http://policeacademy.ge/newfiles/kandidatebis_migeba/charicxvis_wesi.pdf</a></p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]</p>	<p>Yes</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]</p>	<p>Not selected</p>
<p>6.1. Does your country systematically collect information about the following ALE outcomes? [Other]</p>	

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]	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]	Yes
6.5.1. Give references and URL link(s).	<p><a href="http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf">http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf</a><a href="http://policeacademy.ge/index.php?page=scont&amp;id=22&amp;mid=2">http://policeacademy.ge/index.php?page=scont&amp;id=22&amp;mid=2</a><a href="http://pptc.ge/?action=page&amp;p_id=76&amp;lang=ge">http://pptc.ge/?action=page&amp;p_id=76&amp;lang=ge</a><a href="http://www.tpdc.ge/?action=page&amp;p_id=478&amp;lang=ge">http://www.tpdc.ge/?action=page&amp;p_id=478&amp;lang=ge</a><a href="http://www.csb.gov.ge">www.csb.gov.ge</a><a href="http://www.stajireba.gov.ge">www.stajireba.gov.ge</a></p> <p>The joint study of the Research and Evaluation Division of Administration (Department) and Higher Education and Science Development of the Ministry of Education and Science on continuous education/Lifelong learning in Georgian higher education institutions.</p>
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.	<p>In scope of EU Technical Assistance Project a reform of vocational educational programs has been developed which will significantly improve teenager and adult vocational education. The process of the reform started in 2013 and by 2018 the system will have been fully completed with module programs. The main point and the result of this innovation:</p> <ul style="list-style-type: none"> <li>• Educational programs shall meet labor market requirements;</li> <li>• Implementation of a single module instead of the whole program according to labor market changes that meets the needs of adult education;</li> <li>• Flexibility of planning and implementation of educational process; meeting the different needs of students; more freedom in choosing and planning a carrier for individuals;</li> <li>• Simplification of returning to educational system in order to continue studies or/and get advanced training;</li> <li>• Promotion of vertical and horizontal mobility;</li> <li>• Possibility of gaining credits to get professional qualification;</li> <li>• Developing of estimation standards for standardization of qualifications and estimation process of every educational institution;</li> <li>• Introduction of a new approach of estimation based on competencies;</li> <li>• Development of general competences for students on the basis of corresponding modules;</li> </ul> <p>Source: "Concept of Development of Module Vocational Educational Programs", Tbilisi, 2013. Also, LEPL National Center for Educational Quality Enhancement implements accreditation of teachers' professional development programs.</p>

Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	a lot
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	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]	4
7.1.1. Explain your response here.	The teaching programs increase a level of consciousness of listeners and that determines their relation to healthcare issues in bio-psycho-social. Besides this, "Job seekers' Training-Retraining and Advance Training State Program" of the Ministry of Labor, Health and Social Affairs of Georgia is built on these principles.

<p>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.]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]</p>	<p>Not selected</p>

<p>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)]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>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)]</p>	<p>Not selected</p>
<p>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]</p>	<p>Not selected</p>
<p>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]</p>	<p>Yes</p>
<p>7.2.1. Please provide your sources.</p>	
<p>7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]</p>	<p>4 = very important</p>



<p>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]</p>	<p>3</p>
<p>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]</p>	<p>4 = very important</p>
<p>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]</p>	<p>3</p>
<p>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]</p>	<p>4 = very important</p>
<p>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]</p>	<p>3</p>
<p>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]</p>	<p>4 = very important</p>

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 ]	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.	LEPL of the Ministry of Internal Affairs of Georgia implements programs that help listeners to master topics that are useful for their future professional development and for acquisition of skills useful for acquiring public trust and for social integration. The Ministry of Sport and Youth Affairs of Georgia implements non-formal educational trainings and seminars, summer youth camps, voluntary programs and initiatives. About 100 young adults attend the summer camps together with beneficiaries (school children) every year who attend a special leadership program. The age of young people who participate in the voluntary programs is 18. 134

	<p>preselected young people managed to involve into the program hundreds of other young people. The volunteers' activity helps them develop their personal skills. It also effects local communities and enforces civil involvement. See, also, the annual reports of the Ministry of Corrections and Penitentiary and Probation Training Centre; the strategy of the reform and action plan of vocational education (2013-2020); the Ministry of Labor, Health and Social Affairs of Georgia is going to collect evidences based on the analysis.</p>
<p>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)]</p>	<p>to a large extent</p>
<p>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)]</p>	<p>to a large extent</p>
<p>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)]</p>	<p>to a large extent</p>

<p>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]</p>	<p>to a large extent</p>
<p>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]</p>	<p>to a large extent</p>
<p>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]</p>	<p>to a large extent</p>
<p>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]</p>	<p>to a large extent</p>
<p>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]</p>	<p>to a large extent</p>

<p>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]</p>	<p>to a large extent</p>
<p>8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]</p>	<p>do not know</p>
<p>8.3.1. Please specify</p>	<p>The programs of LEPL Penitentiary and Probation Training Centre of Ministry of Corrections give listeners information about basic human rights and freedoms, international standards which will guarantee that they will protect their own rights as well as those of others. Teachers Induction Program of LEPL National Center for Teacher Professional Development includes guiding competences so the mentioned values are built-in. The above mentioned topics are integrated into vocational programs so this helps promoting the mentioned values.</p>
<p>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]</p>	
<p>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]</p>	
<p>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]</p>	

<p>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]</p>	
<p>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]</p>	
<p>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]</p>	
<p>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]</p>	not at all
<p>8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]</p>	

<p>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.</p>	<p>not at all</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]</p>	<p>a lot</p>
<p>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]</p>	<p>somewhat</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]</p>	<p>somewhat</p>
<p>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]</p>	<p>a lot</p>
<p>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]</p>	<p>a lot</p>

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 ]	Not selected
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Yes
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Yes



(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]	Yes
(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]	
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Yes

9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Yes
9.1.1. Provide sources for the selected options.	According to data of LEPL Academy of the Ministry of Internal Affairs of Georgia crime rate has significantly decreased, the police have become socially oriented and its main goal is to prevent crime. See, also, successful programs implemented by the Ministry of Sport and Youth Affairs of Georgia and LEPL Children and Youth National Center aimed at work with vulnerable groups: <a href="http://msy.gov.ge/index.php?lang_id=GEO&amp;sec_id=1356&amp;info_id=12518">http://msy.gov.ge/index.php?lang_id=GEO&amp;sec_id=1356&amp;info_id=12518</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)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both

<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]</p>	<p>Both</p>
<p>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]</p>	<p>Both</p>
<p>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]</p>	<p>Both</p>
<p>9.2.1. Provide sources for the selected options.</p>	<p>National Statistics Office of Georgia implemented a project called “Research of Conditions of Young People and Teenagers in Georgia” with the support of the Ministry of Sport and Youth Affairs of Georgia and UNICEF Georgia (2013). Annual reports of the Ministry of Corrections of Georgia; Annual reports of Penitentiary and Probation Training Centre. The statistics processed by higher education institutions of Georgia about “four Plus One” program.</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>

<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>
<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]</p>	<p>Strong</p>

<p>9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]</p>	<p>Strong</p>
<p>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]</p>	<p>Modest</p>
<p>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]</p>	<p>Modest</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>
<p>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]</p>	<p>Strong</p>

<p>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]</p>	<p>Strong</p>
<p>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?</p>	<p>Yes</p>
<p>9.4.1. Give details and provide references and URL links if possible.</p>	<p>In scope of a project powered by EU in 2009 a research was carried out for higher education institutions. The research was about lifelong learning programs and their implementation. A guidebook "Lifelong Learning in Higher Education Institutions of Georgia" was prepared. <a href="http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf">http://erasmusplus.org.ge/files/publications/Guide%20ULLL%20-%20ge.pdf</a> In 2014, in scope of Teacher Induction State Program an inductees' telephone survey was carried out. 30% of graduates of the Induction program are employed now. Vocational graduates research was carried out in 2014 - Tracer Study, MES of Georgia. Please see, <a href="http://www.mes.gov.ge/uploads/News/kursdamtavreulta%20kvleva%202012_2013.pdf">http://www.mes.gov.ge/uploads/News/kursdamtavreulta%20kvleva%202012_2013.pdf</a> Municipalities collect internal statistical data such as the analysis of adult employment carried out by Telavi municipality every quarter.</p>