

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for Bahrain

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:	هو تعليم من ليسوا في سن التعليم النظامي العادي ومن ثم فهو يتم خارج المدارس وبراعي فيه ظروفهم وعقليتهم وقدراتهم الخاصة، ويتم بصورة منظمة ومقصودة وفي فترة زمنية مرسومة، وتتولاه هيئة أو جماعة تشرف عليه وتعهده به لموظف يتولى عملية الاتصال بين المدارس وبين الهيئة المشرفة على التعليم. وكما هو منصوص في قانون التعليم رقم 27 لسنة 2005م في المادة الأولى فإن الكبار هم جميع البحرينيين الذين تعدوا سن الإلزام إذا كانوا غير مقيدين في إحدى المؤسسات التعليمية التي تقدم تعليماً نظامياً.
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.	جاء في المادة التاسعة من قانون التعليم لمملكة البحرين رقم 27 لسنة 2005م ما يلي: محو الأمية وتعليم الكبار مسؤولية وطنية هدفها رفع مستوى المواطنين ثقافياً واجتماعياً ومهنياً. وتتولى الوزارة تنفيذ الخطط اللازمة للقضاء على الأمية. من أهم ما تم تنفيذه في مجال محو الأمية هو ما يلي: 1. تنفيذ مشروع بناء منهجية جديدة لبناء القرائية لمرحلة ما بعد الأمية، ويهدف هذا المشروع إلى تشجيع الدارسين والدارسات على كتابة مواضيع متنوعة والتعبير عن مشكلاتهم وهمومهم، وممارسة الأنشطة المجتمعية لتنمية مهارات القراءة والكتابة لديهم. 2. تدريب الدارسين بمراكز محو الأمية لإتقان مهارات التعلم الأساسية مما يمكنهم من التعبير عن حاجاتهم وتوظيفها في محو أميتهم الأبجدية والحضارية. 3. تمكين الدارسين من إتقان مهارات التعلم الذاتي مما يمكنهم من اكتساب المعرفة والثقافة من مصادرها المختلفة وتنمية رغبتهم في التعليم المستمر. 4. تنمية قدرة الدارسين على اكتساب قدرات مناسبة من الخبرات والمهارات التي تساعدهم على استخدام التفكير السليم لمواجهة مشكلاتهم الشخصية والاجتماعية.
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.]	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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	disagree
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.	

<p>2.1.1. Provide the most significant indicator of this progress here.</p>	<p>1. استحداث قسم التعليم الثانوي الموازي، لكي يتمكن المتعلمين من إتمام. 2. فتح المجال أمام الجمهور دراساتهم والثانوية والالتحاق بالمرحلة الجامعية. للاستزادة من المعرفة في مختلف الميادين من خلال إنشاء قسم خدمة المجتمع والذي يعني بتدريب الجمهور بمختلف فئاته على مهارات التواصل الاجتماعي إدخال الحاسب واللغات المختلفة لتشجيع حوار الحضارات والتعلم مدى الحياة. 3. إعطاء منح للناجحين من المرحلة الإعدادية الألي في برامج تعليم الكبار. 4. تكريم الدارسين الأكبر للالتحاق بدورات التعليم المستمر في مختلف المجالات. 5. سنا من مرحلة محو الأمية من الجنسين في عيد العلم، وكذلك تكريم الحاصلين على أعلى معدل بين النساء والرجال وذلك من قبل سمو رئيس الوزراء تكريم من واصل تعليمه من الدارسين بمراكز محو الأمية إلى التعليم الموقر. 6. إعفاء الدارسين الكبار في جميع الجامعي وحصل على الإجازة الجامعية. 7. المراحل الدراسية الذين سبق لهم النجاح في أية مادة من التقدم لامتحان المادة تحديد المستوى العلمي للمتقدمين للدراسة بهدف تسهيل إحاقهم مرة أخرى. 8. تقليص عدد سنوات الدراسة لمراحل التعليم بمراكز التعليم ومواصلة الدراسة. 9. الأساس المعادل إلى ست سنوات دراسية والتي تعادل تسع سنوات دراسية في الأمية التي تكافحها مملكة البحرين لاتختص فقط التعليم النظامي الصباحي. 10. بالقراءة والكتابة، وإنما هناك الأمية في التكنولوجيا الرقمية، والأمية في التاريخ والأمية في الممارسات الحياتية الضرورية، ولذلك، فإنّ مكافحة الأمية يبدأ بتعلم القراءة والكتابة ويمتدّ إلى مختلف جوانب الحياة.</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>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. [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>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. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]</p>	<p>Not selected</p>
<p>2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]</p>	<p>Yes</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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	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?	No
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	
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]	tend to disagree
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]	tend to agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Yes
3.2.1. Describe how the government consults on ALE policy.	<p>1. من خلال الندوات الحوارية التي تنظمها الهيئات الحكومية ومنظمات المجتمع المدني، على سبيل المثال تم طرح موضوع التعليم المستمر من خلال ندوة نظمتها الجمعية الأهلية لدعم التعليم والتدريب http://www.alwasatnews.com/mobile/news-810823.html3. فتح باب الحوار للحدوث عن السياسات العامة للتعليم من خلال مدونة وزارة التربية الإلكترونية http://www.moe.gov.bh/eConsultation.aspx4. من خلال مشاركة مؤسسات المجتمع الرسمية ومؤسسات المجتمع المدني بشأن سياسات تعلم الكبار وتعليمهم.</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?	No
3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	
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 stay about the same
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	No
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 (%)]	1.7%

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2015
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	أكبر من 15 عاماً
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	التسجيل والحضور الشخصي لتلقي الدروس وتقديم الامتحانات
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	http://data.uis.unesco.org/Index.aspx?queryid=167#
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)]	
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]	
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]	decreased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	decreased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	no change
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]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	no change
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	1. توفير المواصلات للدارسين وخاصة النساء منهم من مراكز التجمع القريبة. 2. من منازلهم الى المراكز التعليمية لتسهيل مشاركتهم في برامج تعليم الكبار . اعطاء منح للناجحين من المرحلة الاعدادية للالتحاق بدورات التعليم المستمر في مختلف المجالات. http://www.bna.bh/portal/news/131787
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, with sufficient 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]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	<p>تم إنشاء الهيئة الوطنية للمؤهلات وضمان جودة التعليم والتدريب، وذلك من أجل وضع معايير الجودة فيما يخص المناهج والأساليب والتقييم، وهي تقوم بالمهام التالية: 1. وضع المعايير والنماذج السترشادية لقياس جودة أداء مؤسسات التعليم والتدريب، وتسكين المؤهات الوطنية. 2. إجراء مراجعات لجودة أداء المؤسسات التعليمية والتدريبية؛ لتحديد المسؤولية وتحسين جودة مخرجاتها. 3. بناء وتنفيذ نظام لامتحانات الوطنية يوفر التقييم الموثوق به لإنجاز المتعلمين في مراحل التعليم ما قبل الجامعي. 4. إدارة الإطار الوطني للمؤهات، والذي يضم جميع أنماط التعلم، لتسكين المؤهات الوطنية المبنية على مخرجات التعلم بما يتناسب مع احتياجات سوق العمل في المملكة. 5. نشر تقارير المراجعات والمؤهات والامتحانات الوطنية، والتي تنسم بالدقة والنزاهة بهدف تحسين الجودة وتوفير المعلومات لمتخذي القرار. 6. بناء القدرات الوطنية لدعم جهود تحسين الجودة والاستدامة في مؤسسات التعليم والتدريب في المملكة. 7. تعزيز الشراكة وآليات التواصل مع الجهات المعنية. كما تم التعاون مع الهيئة الوطنية للمؤهات وهيئة ضمان جودة التعليم والتدريب في مجال التعلم مدى الحياة بهدف بناء مجتمع منافس، لديه القدرة على الإفادة من الماضي والحاضر في صناعة المستقبل بالتركيز على مجالات عدة، هي: التعليم المستمر، والتدريب أثناء الخدمة، والتعلم الذاتي، وتعليم الكبار وذلك في إطار التكامل بين الأجهزة والمؤسسات الحكومية؛ من أجل نهضة مملكة البحرين، والتي يقع التعليم والتدريب في صدارتها. http://www.qqa.edu.bh/Ar/MediaCenter/DocLib/17_392%20QAAET%20%20Annual%20Report%202014%20Arabic_V11.pdf</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

<p>6.6.1. Give details and provide sources and URL links if possible.</p>	<p>إنشاء الهيئة الوطنية للمؤهلات وضمان جودة التعليم والتدريب QAA التي تعنى بتقييم المؤسسات التعليمية الحكومية والخاصة بجميع مراحلها التعليمية (مثل التعليم الأساسي والثانوي والجامعي والمعاهد وغيرها) http://www.qqa.edu.bh/Ar/MediaCenter/DocLib/17392%20QAAET%20%20Annual%20Report%202014%20Arabic_V1.pdf2.1. إنشاء برنامج دعم المؤسسات (تمكين) ويتم من خلاله تقديم كافة أوجه الدعم للمواطنين البحرينيين في مختلف المجالات ومن ضمنها التعلم والتعليم، وذلك لكي يتم توظيفهم مستقبلا /http://www.tamkeen.bh/ar</p>
<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]</p>	<p>a lot</p>
<p>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]</p>	<p>a lot</p>
<p>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]</p>	<p>a lot</p>
<p>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]</p>	<p>5 = a great deal</p>
<p>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]</p>	<p>5 = a great deal</p>
<p>7.1.1. Explain your response here.</p>	<p>تعلم الكبار وتعليمهم يزيد من الوعي الصحي لديهم عن طريق الاطلاع على الوسائل التثقيفية المختلفة، كما أن انتشار المراكز الصحية لجميع المناطق بالمملكة ووجود العيادات المختلفة مثل عيادة الأمراض المزمنة والكشف المبكر والدوري وعيادة التدخين، وكذلك توفر المستشفيات الحكومية وإقبال المرضى من فئة كبار السن على هذه العيادات وسهولة ومجانبة الحصول على هذه الخدمات فإنه يساعد على تطبيق النهج الكلي لمنظمة الصحة العالمية فيما يخص الصحة والرفاه وتعزيز الصحة البدنية والصحة العقلية.</p>
<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>Yes</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>Yes</p>
<p>7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]</p>	<p>Yes</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>Yes</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]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	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]	Yes
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.	<p>زيادة عدد المترددين على المراكز الصحية والعيادات التخصصية.2. زيادة إقبال المسنين على دور عدد المسنين المطعمين ضد الأمراض المعدية.3. زيادة إقبال المسنين على دور الرعاية النهائية للوالدين ومشاركتهم الفعالة من مختلف الأنشطة والفعاليات التي تقام على مستوى المملكة.4. الرعاية والاهتمام التي يحصل عليها الأبناء من أبنائهم في محيط الأسرة. المصدر:</p> <p>http://www.moh.gov.bh/AR/aboutMOH/Information/Statistics.aspx</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]	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]	1 = not important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	4 = very important

7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	4 = very important
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	Effectively and successfully
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:]	Yes خدمات كبار السن بالرعاية الصحية الأولية
[Briefly describe its mandate and activities:]	توفير خدمات ورعاية صحية ذات جودة عالية وشاملة ملبية لاحتياجات كبار السن في المجتمع
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]	Yes
8.1.1. Give sources for checked options.	يوجد بمملكة البحرين 10 مراكز للتنمية الاجتماعية تتبع وزارة التنمية الاجتماعية، وهي منتشرة بمحافظات المملكة، ويخدم كل مركز اجتماعي كحد أدنى 20000 نسمة، ويتم تنفيذ برامج وأنشطة وفعاليات مختلفة بهذه المراكز يشارك فيها جميع فئات المجتمع المحلي من المواطنين والمقيمين مما يساهم في قبول التنوع وقبول الآخر واحترام المعتقدات والممارسات المختلفة لمختلف الأطياف والجنسيات في مملكة البحرين ويساهم ذلك في التماسك المجتمعي تحتفل مراكز التنمية الاجتماعية والتعايش السلمي والاندماج الاجتماعي.2. بالمناسبات المحلية والعربية والعالمية مما يساهم وبتيح الفرص للاندماج تتميز البحرين بوجود عدد كبير من منظمات الاجتماعي وقبول التنوع.3. المجتمع المدني يفوق 560 منظمة أهلية، يركز محور عملها على الأنشطة الاجتماعية. http://www.social.gov.bh/

8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a 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	<p>التحديد -يتحقق التعدد اللغوي والتنوع الثقافي من خلال مشاركة المواطنين بمختلف أطيافهم مع مختلف الجنسيات من المقيمين بشكل دائم أو مؤقت في مملكة البحرين من خلال: -البرامج والفعاليات التي تقدم بمراكز التنمية الاجتماعية. -الاحتفال بالمناسبات المحلية والتراثية في مملكة البحرين والمناسبات العربية والعالمية. -المشاركة في الانتخابات البلدية والنيابية. -مشاركتهم في عضوية وأنشطة الجمعيات بمختلف أنواعها. -توفير الخدمات الاجتماعية التنموية والرعاية لمختلف الفئات بالمجتمع المحلي. -المشاركة في تنفيذ برامج وفعاليات تساهم في غرس القيم الديمقراطية والتماسك المجتمعي والتعايش السلمي بين المواطنين والمقيمين بمختلف أجناسهم وطوائفهم وعلى سبيل المثال يتم تنفيذ عدد من المحاضرات وورش العمل بمراكز التنمية الاجتماعية وصل عدد المستفيدين منها 5538 خلال عام 2014. -المشاركة في البرامج التدريبية المختلفة التي تساهم في تمكين الأسر والتمكين الاقتصادي.</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]	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? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	

8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	
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]	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]	Not selected
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected

(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Not selected
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Yes
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Not selected
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Yes
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Yes
(b) groups where ALE programmes have had some success [Other]	
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Yes
9.1.1. Provide sources for the selected options.	<p>كثرة وتنوع البرامج التدريبية الداخلية والخارجية للشركات والمؤسسات والتي تهدف بالدرجة الأولى لتحقيق الأرباح وتحسين جودة الخدمات المقدمة وبالتالي تنفيذ عدة برامج تدريبية من قبل الشركات تسهم في نجاح الشركات المنظمة. 2. لتنمية قدرة موظفيها على الابتكار والتكيف مع التغيرات والتطورات خاصة في وضع إطار عام لدراسة عن مجال الانتقال إلى الحوسبة والمجال الرقمي. 3. والذي يعني yes program فرص العمل المتاحة للمعاقين والتنسيق مع برنامج بتوفير بعثات دراسية للمعاقين للدراسة بالمعاهد والجامعات الأميركية، وكذلك التنسيق مع معهد البحرين للتدريب وإحدى الشركات المتخصصة لتنفيذ برنامج تدريبي لمجموعة من المعاقين في مجال تقنية المعلومات واستخدامات الحاسب الآلي.</p>
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both

9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	No evidence
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	No evidence
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]	Both
9.2.1. Provide sources for the selected options.	1..2. النظام إعفاء المؤسسات المساهمة من اشتراكات التدريب المهني. الإلكتروني المستخدم في الاعتماد والتعويض عن الدورات التدريبية للمؤسسات تدريب الباحثين عن العمل بشكل المساهمة في اشتراكات التدريب المهني. 3. إنشاء المجلس الأعلى للتدريب مستمر داخل مملكة البحرين وخارجها. 4. توفير برامج مفتوحة للباحثين عن العمل مثل برنامج السباقة الثقيلة المهني. 5. ورخصة التمديدات الكهربائية وبرامج التأمين والتدريب على مهارات الحاسوب وغيرها.
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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Modest
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	No
9.4.1. Give details and provide references and URL links if possible.	