## GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

## Monitoring survey results for Ethiopia

UNESCO Region	Sub-Saharan Africa
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Integrated Functional Adult Education
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	Yes
ALE programmes in your country?	
1.3.1. Describe here the key points of your	Integrated Functional Adult Education (IFAE) is a national adult learning
country's policy approach to literacy and basic skills.	program not merely a basic literacy program aimed at reading and writing only, but also acquiring basic literacy skills and application. Thus, functional learning aims at helping learners understand the realities around them, acquiring practical knowledge and skills, change in attitude and motivation for problem solving by building on what they have acquired in life.
1.4. Would your country's ALE stakeholders agree	agree
or disagree with the following statements? We are	
not asking for your personal views. [Youth	
education and ALE are are seen part of an	
integrated whole.1	
1.4. Would your country's ALE stakeholders agree	agree
or disagree with the following statements? We are	
not asking for your personal views. [ALE policy	
addresses learning processes and teacher-learner relations.1	
1.4. Would your country's ALE stakeholders agree	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.]	
1.4. Would your country's ALE stakeholders agree	agree
or disagree with the following statements? We are	
not asking for your personal views. [Adult learning	
and adult education are the same thing.]	
1.4. Would your country's ALE stakeholders agree	disagree
or disagree with the following statements? We are	
not asking for your personal views. [ALE and	
continuing vocational education and training are	
not integrated.]	
1.4. Would your country's ALE stakeholders agree	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.]	

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	has made significant progress on ALE policy?
country	
2.1.1. Provide the most significant indicator of	
this regression here.	
2.1.1. Provide the most significant indicator of	In 2011 the number of illiterate population aged 15-60 in Ethiopia were
this progress here.	20.4 million but now it has been reduced to around 8 million.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex- ]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low- level literacy or basic skills]	Yes

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low- skill, low-wage or precarious positions]	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]	Yes
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]	Not selected
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?	No
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	Adult and Non Formal Education in Ethiopia.
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 ]	tend to 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 government of ALE has income more decentralized 1       income more decentralized 1         3.1. Which of these statements apply to your country? Since 2009, the government of ALE has income and will sociely about the formulation, impermentation and explanation of ALE has appending initiative)       indicate the initiaties of the government consulted is takeholders?         3.2. Since 2009, has your government consulted is takeholders?       indicate the initiaties of the government consulted is takeholders?         3.2. Since 2009, has your government consulted is takeholders?       income and will sociely about the formulation impermentation and evaluation of ALE backers?         3.2. Location how the government consulted is takeholders?       inso that is statisticate holders?         3.3. How born any significant innovator devaluation of the government in the government i		
country Since 2009, the governance of ALE has:         including initiatives]           3.1. Which of these strainents apply to your         tend to agree           country Since 2009, he governance of ALE has:         including initiatives]           3.2. Since 2009, he government consults on a deviluation of ALE policy.         Yes           3.2. Since 2009, he government consults on a deviluation of ALE policy.         Currently the fifth Education Sector Development plan has been developed and Adult and Non Formal Education sector has its own share on its othat all stack holders/NG0s both local and international nave been involved so as to validate and enrich the document.           3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interext.         Those adults completed the two years program now have allowed to continue to further education based on the Transfer Directive developed.           4.1. What percentage of public education spending in mercentry gees to ALE?         4% or more           4.2. Between 2009 and 2014, public spending on ALE?         Plans to increase           4.3. Does the governance in furduated any significant innovation of public education spending in the source spending interest to other countries?         4% or more           5.1. Insert the overal ALE participation rate (%) point for the nost recent year available [Petropation rate (%) provide norter (%)         2011-2015           5.1. Insert the overal ALE participation rate (%) public spending on the most recent year available [Petrence year         1 year completers <td>country? Since 2009, the governance of ALE has</td> <td>agree</td>	country? Since 2009, the governance of ALE has	agree
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stakeholders and civil society about the formulation, implementation and evaluation of LE polices?         Currently the fifth Education Sector Development plan has been developed and Adult and Non Formal Education sector has its own share on its ot hat all stack holders/NGOs both local and international have been involved so as to validate and enrich the document.           3.3. Hes there been any significant innovation/development in ALE governance in your county since 2009 that could be of interest to other countries?         Yes           3.3. Lis there there any significant innovation/development in ALE governance in your county since 2009 that could be of interest to other countries?         Those adults completed the two years program now have allowed to continue to further education based on the Transfer Directive developed.           4.1. What percentage of public education spending in m country has         4% or more           4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in m country has         Plans to increase or elecrease spending on ALE?           4.4. How end INE perturbation rate (%) 1.1. Insert the overal IALE participation rate (%) 5.1.1. Insert the overal IALE participation rate (%) 5.1.1. Insert the overal IALE participation rate (%) 5.1.1. Insert the overal IALE participation rate (%) 5.2. What differences are there between women and me in iterms of their participation rate (%)         1-Se0           5.2. What differences are there between women and me in iterms of their participation rate (%)         1-year completers           5.2. What differences are there between women and me in iterms of their participation rate (%)         1-year completers	country? Since 2009, the governance of ALE has	tend to agree
3.2.1. Describe how the government consults on ALE policy.       Currently the fifth Education Sector Development plan has been developed and Adult and Non Formal Education sector has its own share on it so that all stack holders/NGOs both local and international have been involved so as to validate and enrich the document.         3.3. Has there been any significant innovation/development in ALE governance in your contry since 2008 that could be of interest to other countries?       Yes         3.3. Like details here. Provide sources and hyperlinks (URLs) if possible.       Those adults completed the two years program now have allowed to continue to further education based on the Transfer Directive developed.         4.1. What percentage of public education spending currently goes to ALE?       4% or more         4.2. Between 2009 and 2014, public spending in m country has       Plans to increased         4.3. Low the government plan to increase or decrease spending on ALE?       Plans to increased         4.4. Ha your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?       Increased         5.1. Insert the overall ALE participation rate (%)       64.5       Increased         5.1.1. Insert the overall ALE participation rate (%)       1.96.0       1.92.01.2015         5.1.1. Insert the overall ALE participation rate (%)       1.96.0       1.92.01.2015         5.1.1. Insert the overall ALE participation rate (%)       1.96.0       1.92.00         5.2. What differences are there between women and m	stakeholders and civil society about the formulation, implementation and evaluation of	Yes
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and men in terms of their participation rates (%)	and men in terms of their participation rates (%)	Men participate more
	and men in terms of their participation rates (%)	

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]	Men 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]	Men participate more
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	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)]	
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
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.	It is included within the Fifth Education Sector Development Programe, that gives emphasis to other Adult non formal education sectors other than IFAE
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. Desk your country systematically collect       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes         information about the following Lissue in your country       Yes		
[Employment outcomes for babur market       elastical el	6.1. Does your country systematically collect	Yes
outcomesh <ul> <li>a.t. Dec.your country systematically collect</li> <li>information about the following ALE outcomes?</li> <li>Scolar outcomesh</li> <li>C. Dec.your country systematically collect</li> <li>information about the following ALE outcomes?</li> <li>Not selected</li> <li>C. Dec.your country systematically collect</li> <li>information about the following ALE outcomes?</li> <li>C. Dec. your country systematically collect</li> <li>information about the following ALE outcomes?</li> <li>C. Are there initial, preservice dualifications a</li> <li>requirement to teach in ALE programmes?</li> <li>C. Are there initial, preservice dualifications a</li> <li>requirement to teach in ALE programmes?</li> <li>C. Are there initial, preservice dualifications a</li> <li>requirement to teach in ALE programmes?</li> <li>C. S. Since 2009, have there been any substantial analyses of the following issues in your country?</li> <li>C. S. Since 2009, have there been any substantial analyses of the following issues in your country?</li> <li>C. S. Since 2009, have there been any substantial analyses of the following issues in your country?</li> <li>C. S. Since 2009, have there been any substantial analyses of the following issues in your country?</li> <li>C. S. Since 2009, have there been any substantial analyses of the following issues in your country?</li> <li>C. S. Since 2009, have there been any substantial analyses of the following issues in your country?</li> <li>C. S. Since 2009, have there been any substantia analyses of the following issues in your country?</li></ul>	information about the following ALE outcomes?	
6.1. Does your country systematically collect information about the following Le outcomes?       Yes         1000000000000000000000000000000000000	[Employment outcomes (or labour market	
Information about the following ALE outcomes? [Social autcomes] Social autcomes]	outcomes)1	
Social autoomes in the areas of health and well- beind, community cobesion         Not selected           61. Does your country systematically collect information about the following ALE outcomes?         Not selected           Construction and the following ALE outcomes?         Not selected           Construction and the following ALE outcomes?         Yes           Construction and the relation preservice education and training programmes for ALE teches/relations a requirement to teach in ALE programmes?         Yes           Construction and the relation and technologies on any substantial analyses of the following issues in your country?         Yes           Constructions of ALE teches/relations a requirement to teach in ALE programmes for adult education and training programmes for adult education analyses of the following issues in your country?         Yes           Constructions of the technologies on ALE (So Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           Construction and technologies on ALE (So Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           Construction and technologies on ALE (So Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           Construction and methods         Social construction and provideon         Yes           Construction and technologies on ALE (So Since 2009, have there been any substantial analyses of the following issues in your country?         Yes <t< td=""><td>6.1. Does your country systematically collect</td><td>Yes</td></t<>	6.1. Does your country systematically collect	Yes
beins community obtesholl         community contention           61. Does your country systematically collect         Not selected           (Nor of these - this informatically collect         Not selected           (Nor of these - this informatically collect         Yes           (Other)         6.2. Are there initial, preservice education and         Yes in all cases           (Other)         6.3. Are there continuing inservice education and         Yes in all cases           (A. We there continuing inservice education and training programmes for ALE teachers/facilitators in your country?         Yes, in all cases           6.4. We there continuing inservice education and training programmes for ALE 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?         Yes           6.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           (Detarty of noviders)         Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           (Easing and learning, e.g. corriculation and methods)         Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           (Easing and learning, e.g. corriculation and methods)         Since 2009, have there been any substantial analyses of the following issues in your country?         Yes	information about the following ALE outcomes?	
6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         10 root of these - this information is not setematically evaluable]       Not selected         6.2. Net there initial, preservice qualifications at requirement to teach in ALE programmes?       Yes, in all cases         6.4. Are there continuing, in-service education and training programmes for ALE teachers/facilitation       Yes, in all cases         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         10. The following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your c	[Social outcomes in the areas of health and well-	
6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         10 root of these - this information is not setematically evaluable]       Not selected         6.2. Net there initial, preservice qualifications at requirement to teach in ALE programmes?       Yes, in all cases         6.4. Are there continuing, in-service education and training programmes for ALE teachers/facilitation       Yes, in all cases         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         10. The following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your c	being, community cohesion	
information about the following ALE outcomes?       Indext end of the following (ALE outcomes?)         formation about the following (ALE outcomes?)       Yes         information about the following (ALE outcomes?)       Yes, in all cases         information about the following issues in your country?       Yes, but inadequate capacity         6.4. Are there continuing, in service education and the information about education analyses of the following issues in your country?       Yes         1/Learning outcomes of ALEI       Yes       Yes         0.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         1/Devarity of noviders]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         1/Devarity of noviders]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         1/Devarity of noviders]       ALEI         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         <		Not selected
Note of these - this information is not         Indext of the set o		
istematically available         istematically available           61. Does your country systematically collect         information about the following ALE outcomes?           (Driver)         62. Are there initial, pre-service education and training programmes for ALE teachers/racilitators in your country?           63. Are there continuing, in-service education and training programmes for ALE teachers/racilitators in your country?         Yes, in all cases           64. Are there continuing, in-service education and training programmes for ALE teachers/racilitators in your country?         Yes, but inadequate capacity           65. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           (Duality criteria following issues in your country?         Yes <td>3</td> <td></td>	3	
6.1. Does your county systematically collect       information about the following ALE outcomes?         (0than)       6.2. Are there initial, preservice quotation and training programmes for ALE teachers/riscillators in your country?       Yes, in all cases         6.4. Are there continuing, inservice education and training programmes for able teachers/facilitators in your country?       Yes, in all cases         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes, but inadequate capacity         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of th		
information about the following ALE outcomes?       Yes         (Other)       6.2. Are there initial, pre-service education and training programmes for ALE teachers/racilitators in your countr?         6.3. Are there continuing, in-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 ALE teachers/racilitators in your countr?       Yes, but inadequate capacity         6.5. Since 2009, have there been any substantial analyses of the following issues in your countr?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your countr?       Yes         (Duality 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?       Yes         (Ippact of new technologies on ALE]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Ippact of new technologies on ALE]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Ippact of new technologies on ALE]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Ipparters ALE participation and provision]       All the above issues ha		
ictber1         c.2. Are there infolds/preservice education and training programmes for ALE teachers/facilitators in vour country?         Yes, in all cases           c.3. Are infield, preservice education and requirement to teach in ALE programmes?         Yes, in all cases           c.4. Are there continuing, inservice education and training programmes for adult education teachers/facilitators in vour country?         Yes, but inadequate capacity           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           c.5. Since 2009, have there been any subst		
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training programmes for ALE teachers/facilitators       Yes, in all cases         requirement to teach in ALE programmes?       Yes, in all cases         c4. Are there continuing, inservice education achescheschescheschescheschescheschesches		Yes
in your country?         Action initial, preservice qualifications a         Yes, in all cases           6.3. Are initial, preservice qualifications a         Yes, in all cases           6.4. Are there continuing, in-service education and training programmes for adult education teachery/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?         Yes           6.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           6.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           6.5. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           10. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           10. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           10. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           10. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           10. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes           10. Since 2009, have there been any substantial analyses of the following issues in your country?         Yes		
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teachers/facilitators in your country?		
6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Selected         6.5. Since 2009, have the		
analyses of the following issues in your country?       Yes         Sc. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Quality criteria for teaching and learning, e.g. curricul and methods)       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         [Diversity of providers]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         [Impact of new technologies on ALE]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         [Easting analyses of the following issues in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         [Bariers to ALE participation and provision]       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Ithe above issues have been analysed by the s		Yes
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6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Duality 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?       Yes         (Diversity of providers)       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Impact of new technologies on ALE]       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Yes         (Eduativ issues in ALE]       Soc 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?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Since 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Lince 2009, have there been any substantial analyses of the following issues in your country?       Not selected         6.5. Lince 2009, have methods be not interest to other countries?       All the above issues have been analysed by the supervision team from federal down to the learning centers periodically.	, , , , , , , , , , , , , , , , , , , ,	
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practitioners? ISociety and community		
	practitioners? ISociety and community	

Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	a lot
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	5 = a great deal
7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	5 = a great deal
7.1.1. Explain your response here.	We recognized and are doing in depth that health issues of Adults are a priority and hence it is included in the minimum learning competency of IFAE as one thematic area.
<ul><li>7.2. Do you have evidence to show that in your country, ALE has a positive impact on:</li><li>[Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]</li></ul>	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Yes
<ul><li>7.2. Do you have evidence to show that in your country, ALE has a positive impact on:</li><li>[Preventing, but also living with, HIV/AIDS and its social consequences]</li></ul>	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
<ul><li>7.2. Do you have evidence to show that in your country, ALE has a positive impact on:</li><li>[Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]</li></ul>	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected

7.2.1. Please provide your sources.	The evidence is that ,the majority of mothers went to health centers to give birth, they have benefited from the preventive mechanisms and have developed knowledge on transmitted and non transmitted diseases. This all are applied by adults who participated in the IFAE Program and is observed on their environment as well.
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]	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff	3
training and capacity 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:	2
[Lack of access to information on ALE programmes] 7.3. For your country, indicate how important the	4 = very important
following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	2
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	2
7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	Not much, but to an increasing extent
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	Yes
[Name of coordinating body:]	The Ministry of Education
[Briefly describe its mandate and activities:]	Its mandate is that, all the inter sectorial Ministries are chaired and lead by the Ministry of Education to facilitate the coordination among them from Federal down to regions,zonal and woreda levels.
<ul><li>8.1. Do you have evidence to show that ALE has a positive impact on the following issues?</li><li>[Participation in social, civic and political activities]</li></ul>	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.	Our cheeking mechanism is by conducting supportive supervision to the places where the learning centers are situated by doing direct test and/or personal observation.
0.0. To what extent are the following dimensions	
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	Tolerance and appreciating diversity for peaceful co-existence.
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent

8.4. To what extent do ALE programmes in	to a large extent
general contribute to strengthening the following cultural and social resources in your country?	
[Increased access to education, literature, the	
arts and cultural heritage]	
8.4. To what extent do ALE programmes in	to a large extent
general contribute to strengthening the following cultural and social resources in your country?	
[Environmental sustainability in local communities]	
8.4. To what extent do ALE programmes in	to a large extent
general contribute to strengthening the following cultural and social resources in your country?	
[Active citizenship and political and community	
narticination	
8.4. To what extent do ALE programmes in	to a large extent
general contribute to strengthening the following cultural and social resources in your country?	
[Community solidarity and social justice]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following	to a large extent
cultural and social resources in your country?	
[Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following cultural and social resources in your country?	
[None of these – adult learning and education	
programmes mostly have other purposes]	
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	not at all
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 8.6. To what extent do your country's ALE	a lot
programmes include provisions for the	
development of the following cultural resources?	
[Arts and crafts]	
8.6. To what extent do your country's ALE programmes include provisions for the	a lot
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	a lot
programmes include provisions for the	
development of the following cultural resources? [Ecology and the environment]	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Sports] 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Dance and theatre]	

Query that are the hardest to reach with ALE	Net este d
Groups that are the hardest to reach with ALE programmes? [Refugees]	Not selected
(a) the hardest to reach with ALE programmes	Yes
[Those with no valid residency documents (sans-	
papiers)]	
(a) the hardest to reach with ALE programmes	Not selected
[Residents of rural or remote areas]	
(a) the hardest to reach with ALE programmes	Not selected
[Residents of institutions (prisons, hospitals, etc.)]	
(a) the hardest to reach with ALE programmes	Not selected
[Members of cultural, ethnic, linguistic and	Not selected
religious minority groups and indigenous peoples]	
(a) the hardest to reach with ALE programmes	Yes
[Migrants (not refugees) and their families]	
(a) the hardest to reach with ALE programmes	Yes
[People living with chronic illnesses or disabilities ]	
(a) the hardest to reach with ALE programmer	Not colocted
(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	Not selected
success [Refugees]	
(b) groups where ALE programmes have had	Not selected
some success [Those with no valid residency	
documents (sans-papiers)]	
(b) groups where ALE programmes have had	Yes
some success [Residents of rural or remote areas]	
(b) groups where ALE programmes have had	Not selected
some success [Residents of institutions (prisons,	
hospitals, etc.)]	
(b) groups where ALE programmes have had	Yes
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples1 (b) groups where ALE programmes have had	Not selected
some success [Migrants (not refugees) and their	Not Sciected
families]	
(b) groups where ALE programmes have had	Not selected
some success [People living with chronic illnesses	
or disabilities ]	
(b) groups where ALE programmes have had	Yes
some success [Senior citizens (as defined in your	
country)] (b) groups where ALE programmes have had	
some success [Other]	
9.1. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	
etc.)]	
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Innovative capacity] 9.1. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on the	
following? [Adaptability to change]	
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)]	

9.1.1. Provide sources for the selected options.	The evidence is our expertise observation the direct test that we have
	been conducted during the supportive supervision at the learning centers
	and where their livelihood is situated.
9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Employability	
(entry into labour market, remaining in	
employment)]	Dath
9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Performance in current job (individual productivity, quality of	
work. achievement)]	
9.2. Do you have evidence for the impact of ALE	Women
on the following individual issues? [Career	
prospects]	
9.2. Do you have evidence for the impact of ALE	No evidence
on the following individual issues? [Employee	
salary levels]	
9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	
0.2. Do you have ovidence for the impact of ALE	Dath
9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Continuing	
professional and skills development leading to	
recognized certification or qualification]	
9.2.1. Provide sources for the selected options.	The evidence is our expertise observation the direct test that we have
	been conducted during the supportive supervision at the learning centers
	and where their livelihood is situated.
0.2. How strongly do ALE policymakers perceive	
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and basic skills]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	
basic skills]	
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	
education and training	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on employment in your country? [Initial vocational	
education and training] [Scale 2]	
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	ou ong
on productivity in your country? [Continuing	
vocational education and training	
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	
vocational education and training	
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on productivity in your country? [Informal	
workplace learning]	Ctrong
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on employment in your country? [Informal workplace learning]	

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 productivity in your country? [Self-directed learning]       Modest         9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]       Modest         9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]       Strong         9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]       Strong         9.3. How strongly do ALE policymakers perceive education and elearnine]       Strong         9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education]       Strong         9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education]       St		
the effects of the following kinds of ALE provision on employment in your country? [Company training] 3.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning] 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] 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] 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] 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] 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-learnine] 9.3. How strongly do ALE policymakers perceive education and e-learnine] 9.3. How strongly do ALE policymakers perceive education and e-learnine] 9.3. How strongly do ALE policymakers perceive education and e-learnine] 9.4. Since 2009, have there been any major surveys or studies in your country that assess the	the effects of the following kinds of ALE provision	
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]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]Modest9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]Modest9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country?Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country?Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country?Strong9.3. 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]Strong9.3. 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]Strong9.3. 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]Strong9.4. Since 2009, have there been any major surveys or studies in your country that assess theNo	the effects of the following kinds of ALE provision on employment in your country? [Company	Strong
the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]Strong9.3. 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]Strong9.3. 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]Strong9.3. 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]Strong9.3. 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]Strong9.3. 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]Strong9.4. Since 2009, have there been any major surveys or studies in your country that assess theNo	9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed	Strong
the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]Strong9.3. 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]Strong9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision 	9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed	Modest
the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education] 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] 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] 9.4. Since 2009, have there been any major surveys or studies in your country that assess the	the effects of the following kinds of ALE provision on productivity in your country? [Advanced	Strong
the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning] 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] 9.4. Since 2009, have there been any major surveys or studies in your country that assess the	the effects of the following kinds of ALE provision on productivity and employment in your country?	Strong
the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning] 9.4. Since 2009, have there been any major surveys or studies in your country that assess the	the effects of the following kinds of ALE provision on productivity in your country? [Distance	Strong
surveys or studies in your country that assess the	the effects of the following kinds of ALE provision on employment in your country? [Distance	Strong
employment and the labour market?	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.		