

Monitoring survey results for Islamic Republic of Iran

UNESCO Region	South and West Asia
1.1. Does your country have an official definition	No
of ALE?	
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for	Yes
ALE programmes in your country?	
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	The set of competencies and skills which enable person to deal with personal and social issues and problems self –confidently and solve them in proper
	manner.to establish an effective interactions and connections with one self ,Almighty God, people and other creatures.to Contribute in community and national development consciously and will .to expand their knowledge, to manage their information and improve their livelihood by using them.Minimum literacy in governmental legislation:The ability of reading and writing and numeracy(4 mathematical operations) of reading holy Quran in basic literacy level or 3rd grade of primary education .
1.4. Would your country's ALE stakeholders	tend to 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?	agree
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 or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE	tend to disagree
and continuing vocational education and training are not integrated.]	
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree

1.4. Would your country's ALE stakeholders	tend to agree
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.]	
· · · · · · · · · · · · · · · · · · ·	
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 identifies non-formal and informal learning	
as important.1	
1.5. Has your country formulated a CONFINTEA	No
VI action plan following the BFA?	
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your	is at the same level as in 2009?
country 2.1.1. Provide the most significant indicator of	
this regression here.	
2.1.1. Provide the most significant indicator of	
this progress here.	
2.2. Which target groups of (potential) learners	Not selected
are especially important in ALE policies in your country? Check up to five groups. [Individuals	
seeking personal growth and widening of	
knowledge horizons]	
2.2. Which target groups of (potential) learners	Yes
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and	
skills]	
2.2. Which target groups of (potential) learners	Yes
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)]	
2.2. Which target groups of (potential) learners	Not selected
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)]	
2.2. Which target groups of (potential) learners	Not selected
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)]	
2.2. Which target groups of (potential) learners	Yes
are especially important in ALE policies in your	
country? Check up to five groups. [Adults with	
low-level literacy or basic skills]	
2.2. Which target groups of (potential) learners	Not selected
are especially important in ALE policies in your	
country? Check up to five groups. [Workers in	
low-skill, low-wage or precarious positions]	

2.2. Which target groups of (potential) learners are especially important in ALE policies in your	Not selected
country? Check up to five groups. [Long-term	
unemploved people1 2.2. Which target groups of (potential) learners	Not selected
are especially important in ALE policies in your	
country? Check up to five groups. [Adults living with disabilities]	
2.2. Which target groups of (potential) learners	Yes
are especially important in ALE policies in your country? Check up to five groups. [Residents of	
rural or sparsely populated areas]	
2.2. Which target groups of (potential) learners	Not selected
are especially important in ALE policies in your	
country? Check up to five groups. [Parents and families]	
2.2. Which target groups of (potential) learners are especially important in ALE policies in your	Not selected
country? Check up to five groups. [Lone or single	
parents] 2.2. Which target groups of (potential) learners	Not selected
are especially important in ALE policies in your	
country? Check up to five groups. [Senior citizens/retired people (third-age education)]	
	Vac
2.2. Which target groups of (potential) learners are especially important in ALE policies in your	Yes
country? Check up to five groups. [Young	
persons not in education, employment or training	
2.2. Which target groups of (potential) learners are especially important in ALE policies in your	Not selected
country? Check up to five groups. [Migrants and	
refugees from other countries]	
2.2. Which target groups of (potential) learners	Not selected
are especially important in ALE policies in your country? Check up to five groups. [Minority	
ethnic, linguistic or religious minorities and	
indigenous peoples] 2.3. Does your country have a policy framework	Yes, a policy framework existed before 2009
to recognize, validate and accredit non-formal	
and informal learning? 2.4. Since 2009, has your country enacted any	No
important new policies with respect to ALE?	
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	tend to disagree
country? Since 2009, the governance of ALE has [increased stakeholder participation]	
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has	tend to disagree
[developed more effective monitoring and	
evaluation systems 1 3.1. Which of these statements apply to your	tend to agree
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements]	
3.1. Which of these statements apply to your	tend to agree
country? Since 2009, the governance of ALE has [become more decentralized]	
3.1. Which of these statements apply to your	tend to disagree
country? Since 2009, the governance of ALE has [strengthened capacity-building initiatives]	

3.1. Which of these statements apply to your	agree
country? Since 2009, the governance of ALE has [strengthened inter-ministerial cooperation]	
3.2. Since 2009, has your government consulted	Yes
stakeholders and civil society about the	
formulation, implementation and evaluation of	
ALE policies?	
3.2.1. Describe how the government consults on	the government has established a high level council to policy making, support
ALE policy.	and monitoring the literacy activities.
3.3. Has there been any significant	Yes
innovation/development in ALE governance in	
your country since 2009 that could be of interest to other countries?	
3.3.1. Give details here. Provide sources and	the required document will be delivered.
hyperlinks (URLs) if possible.	
4.1. What percentage of public education	1% - 1.9%
spending currently goes to ALE?	
4.2. Between 2009 and 2014, public spending	increased
on ALE as a proportion of public education	
spending in my country has 4.3. Does the government plan to increase or	Do not know
decrease spending on ALE?	
4.4. Has your government introduced any	Yes
significant innovation in ALE financing since	
2009 that could be of interest to other countries?	
4.4.1. Give details and provide references where	the government has approved a resolution to full fill the cost of establishing the
appropriate and URL link if possible.	literacy data base, giving a cash reward for illiterate people, valenuareble children
	education, establishment of CLC and education of foreign.
5.1. Since 2009 and for the adult population	Stayed about the same
overall, the participation rate (%) in ALE has	20
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation	20
rate (%)]	
5.1.1. Insert the overall ALE participation rate (%)	2011
for the most recent year available [Reference	
year]	
	10 to 49
for the most recent year available [Reference	
age group] 5.1.1. Insert the overall ALE participation rate (%)	illerrete youth and adult
for the most recent year available [Definition of	
'participation']	
5.1.1. Insert the overall ALE participation rate (%)	http://www.lmoiran.ir/fa/mainform.aspx?PageID=23
for the most recent year available [Data source	
with URL]	
5.2. What differences are there between women	Women participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Overall]	
5.2. What differences are there between women	Equal participation
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
5.2. What differences are there between women	Men participate more
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	Women participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Literacy]	
5.2. What differences are there between women	Men participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal education]	
education	

5.3. For each of the following groups, how has ALE participation since 2009 changed?	increased
[Migrants and refugees from other countries] 5.3. For each of the following groups, how has	no change
ALE participation since 2009 changed? [All those	no change
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	no change
with low-level literacy and basic skills]	
5.3. For each of the following groups, how has	no change
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	decreased
citizens/the retired (Third Age Education)]	
5.3. For each of the following groups, how has	no change
ALE participation since 2009 changed? [The long-	
term unemployed] 5.3. For each of the following groups, how has	increased
ALE participation since 2009 changed? [Adults	
living with disability] 5.3. For each of the following groups, how has	decreased
ALE participation since 2009 changed? [Young	
persons not in education, employment and training	
5.3. For each of the following groups, how has	no change
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	no change
in low-skill, low-wage and precarious	
employment] 5.4. Has your government introduced any	Yes
significant innovation in ALE to improve access	
and participation since 2009 that could be of interest to other countries?	
5.4.1. Give details. Provide sources and URL link	the mentioned approved in 4-3
if possible. Also include references to recent surveys or major studies of ALE participation in	
your country published since 2009.	
6.1. Does your country systematically collect	Yes
information about the following ALE outcomes?	
[Completion rates] 6.1. Does your country systematically collect	Yes
information about the following ALE outcomes?	
[Certificates or qualifications issued]	
6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes? [Employment outcomes (or labour market	
outcomes)]	Net celected
6.1. Does your country systematically collect information about the following ALE outcomes?	Not selected
[Social outcomes in the areas of health and well-	
being, community cohesion] 6.1. Does your country systematically collect	Not selected
information about the following ALE outcomes?	
[None of these – this information is not svstematically available]	
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Other]	

C.O. And the and initial must acquire a charaction and	
6.2. Are there initial, pre-service education and	Yes
training programmes for ALE	
teachers/facilitators in your country? 6.3. Are initial, pre-service qualifications a	Yes, in all cases
requirement to teach in ALE programmes?	
6.4. Are there continuing, in-service education	Yes, with sufficient capacity
and training programmes for adult education	res, with sufficient capacity
teachers/facilitators in your country?	
6.5. Since 2009, have there been any	Not selected
substantial analyses of the following issues in	
your country? [Learning outcomes of ALE]	
6.5. Since 2009, have there been any	Not selected
substantial analyses of the following issues in	
your country? [Quality criteria for teaching and	
learning. e.g. curricula and methods]	
6.5. Since 2009, have there been any	Not selected
substantial analyses of the following issues in	
your country? [Diversity of providers]	
6.5. Since 2009, have there been any	Not selected
substantial analyses of the following issues in	
your country? [Impact of new technologies on	
ALE]	
6.5. Since 2009, have there been any	Yes
substantial analyses of the following issues in	
your country? [Equity issues in ALE]	Vaa
6.5. Since 2009, have there been any	Yes
substantial analyses of the following issues in	
your country? [Barriers to ALE participation and	
provision] 6.5. Since 2009, have there been any	Not selected
substantial analyses of the following issues in	
your country? [Other issues]	
6.5.1. Give references and URL link(s).	http://www.Imoiran.ir/fa/news/media/%D9%BE%DA%98%D9%88%D9%87%D8%
	B4%20%D8%A7%D9%86%D8%AC%D8%A7%D9%85%20%DB%8C%D8%A7%D9%
	81%D8%AA%D9%87/6.pdfthe presented survey is one of the plenty of article for
	these topics.
	•
6.6. Has your government introduced any	Yes
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	
countries? 6.6.1. Give details and provide sources and URL	
links if possible.	
Since 2009, how much has the knowledge base	somewhat
on the benefits of ALE for the following areas	on on our of the second s
improved for policymakers, researchers and	
improved for policymaners, researchers and	
practitioners? [Health and well-being] Since 2009, how much has the knowledge base	somewhat
practitioners? [Health and well-being]	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] Since 2009, how much has the knowledge base	
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas	
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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]	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 7.1. Indicate the extent to which your country's	
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 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]	somewhat 3
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 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] 7.1. Indicate the extent to which your country's	somewhat
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 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] 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health	somewhat 3
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 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] 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including	somewhat 3
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 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] 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]	somewhat 3 3
practitioners? [Health and well-being] Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Societv and communitv] 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] 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] 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including	somewhat 3

7.2. Do you have evidence to show that in your country, ALE has a positive impact on:	Yes
[Competencies needed for health, including	
knowledge, attitudes, skills and values needed	
for prevention, accessing treatment, etc.]	
······································	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [Self-	
reported health]	
7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on: [Maternal health]	
7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on: [Mental	
health and well-being (such as self-efficacy)]	
7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on:	
[Preventing, but also living with, HIV/AIDS and its	
social consequences 7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on:	
Prevention and control of other infectious	
diseases, including epidemics (such as SARS,	
cholera. hepatitis)]	
7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on: [Sexual	
and reproductive health]	
7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses	
(such as diabetes, heart disease, Alzheimer's)]	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [Healthy	
lifestyles (such as diet, exercise, stress	
reduction)]	
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making	Not selected
the local environment more healthy (e.g. through	
community action)]	
7.2. Do you have evidence to show that in your	Not selected
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]	
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on: [No	
evidence at all for any aspect]	
7.2.1. Please provide your sources.	the responsible organizations told me they have relevance document but I could
	not access to them.
7.3. For your country, indicate how important the	3
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Illiteracy]	
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:	
[Household income inequalities]	
7.3. For your country, indicate how important the	2
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor quality of pedagogy, training materials,	
staff training and capacity]	
7.3. For your country, indicate how important the following are as factors influencing the	2
effectiveness of ALE for health and well-being:	
[Lack of access to information on ALE	
programmes]	

7.2. For your country indicate how important the	2
7.3. For your country, indicate how important the following are as factors influencing the	2
effectiveness of ALE for health and well-being:	
[Poor interdepartmental or inter-sectoral	
collaboration	
7.3. For your country, indicate how important the	3
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Community resistance] 7.3. For your country, indicate how important the	2
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Inadequate or misdirected funding]	
7.4. How far do different stakeholders (public	Not much, but to an increasing extent
education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the	
design and delivery of ALE programmes in your	
country?	
7.5. Does your country have an	Yes
interdepartmental or cross-sectoral coordinating	
body for ALE for promoting personal health and	
well-being? [Name of coordinating body:]	suprime concil of heath and food security
[Briefly describe its mandate and activities:]	suprime concil of heath and food security http://rc.majlis.ir/fa/law/show/805461
8.1. Do you have evidence to show that ALE has	Not selected
a positive impact on the following issues?	
[Participation in social, civic and political	
activities 1	
8.1. Do you have evidence to show that ALE has	Not selected
a positive impact on the following issues? [Social	
trust] 8.1. Do you have evidence to show that ALE has	Naticalated
a positive impact on the following issues? [Social	Not selected
integration/inclusion]	
8.1. Do you have evidence to show that ALE has	Not selected
a positive impact on the following issues?	
[Diversity tolerance]	
8.1.1. Give sources for checked options.	
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-	to a large extent
economic outcomes and benefits for individuals	
(such as personal development, quality of life,	
well-being and social and cultural participation)]	
8.2. To what extent are the following dimensions	to a large extent
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)]	
8.2. To what extent are the following dimensions	to a large extent
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)]	
8.3. To what extent do literaoy and basis skills	not at all
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the	ווטר מר מוו
following cultural and social resources in your	
country? [Multilingualism and cultural diversity]	
8.3. To what extent do literacy and basic skills	to a large extent
programmes contribute to strengthening the	
following cultural and social resources in your country? [Increased access to education,	
literature, the arts and cultural heritage	

8.3. To what extent do literacy and basic skills	to a small extent
programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	
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 specify8.4. To what extent do ALE programmes in	
general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	not at all
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	somewhat
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.	
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	somewhat
programmes include provisions for the	
development of the following cultural resources?	
[Cultural rituals and traditional knowledge	
svstemsl	
8.6. To what extent do your country's ALE	a lot
programmes include provisions for the	
development of the following cultural resources?	
[Spirituality]	
8.6. To what extent do your country's ALE	somewhat
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	somewhat
programmes include provisions for the	oonomat
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] Groups that are the hardest to reach with ALE	Not selected
	Not Selected
programmes? [Refugees] (a) the hardest to reach with ALE programmes	Voc
	Yes
[Those with no valid residency documents (sans-	
papiers)]	Nationalizated
(a) the hardest to reach with ALE programmes	Not selected
[Residents of rural or remote areas]	Nationalizated
(a) the hardest to reach with ALE programmes	Not selected
[Residents of institutions (prisons, hospitals,	
etc.)]	Net este d
(a) the hardest to reach with ALE programmes	Not selected
[Members of cultural, ethnic, linguistic and	
religious minority groups and indigenous peoples]	
(a) the herdest to merch with ALE	New selected
(a) the hardest to reach with ALE programmes	Not selected
[Migrants (not refugees) and their families]	
(a) the hardest to reach with ALE programmes	Not selected
[People living with chronic illnesses or disabilities	
)	New selected
(a) the hardest to reach with ALE programmes	Not selected
[Senior citizens (as defined in your country)]	
(a) the hardest to reach with ALE programmes	
[Other]	N/
Groups where ALE programmes have had some	Yes
success [Refugees]	Neterleted
(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	Not selected
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples]	

(b) groups where ALE programmes have had	Yes
some success [Migrants (not refugees) and their 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	Not selected
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	Not selected
country, ALE has a positive impact on the	Not selected
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	Not selected
country, ALE has a positive impact on the following? [Adaptability to change]	
9.1. Do you have evidence to show that in your	Yes
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.	according to the resolution approved by IS.Iran parliament 3 percent of
	recruitment allocated for trained disable people.
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)] 9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Performance	both
in current job (individual productivity, quality of	
work. achievement)]	
9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Career	
prospects]	
9.2. Do you have evidence for the impact of ALE	Both
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]	
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.	there are many laws and regulation in these areas. the complementary document
	will be delivered if is required.
9.3. How strongly do ALE policymakers perceive	Modest
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]	Madaat
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision	Modest
on productivity in your country? [Initial vocational	
education and training]	

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 or employment 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 or 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 or 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 or 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 or productivity in your country? [Company training] Modest 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision or productivity in your country? [Stef-direted learning] Modest 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision or productivity in your country? [Stef-direted learning] Modest 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision or productivity in your country? [Stef-direted learning] Modest 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE pro		
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vacational education and training [Scale 2] String 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocabinal education and training] Strong 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocabinal education and training] Strong 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal vocabinal education and training] Modest 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal vocabinal education and training] Modest 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal vocabinal education] Modest 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal vocabinal education] Modest 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal vocabinal education] Modest 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal vocabinal education] Modest 9.3. How strongly to ALE policymakers perceive the effects of the following kinds of ALE prov	the effects of the following kinds of ALE provision	
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