GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Monitoring survey results for Jordan

UNESCO Region	Arab States
1.1. Does your country have an official definition	Yes
of ALE?	
1.1.1. Enter the official definition of ALE here:	كل نشاط تربوي منهجي منظم او اي تدريب مهني يتم خارج النظامي التعليمي النمطي ويقوم على مراعاة ظروف الدارسين و عقلياتهم وطموحاتهم وقدر اتهم الخاصة بهدف تتمية قدراتهم ومعارفهم ومهاراتهم وتعزيز مؤهلاتهم مما يتوخى ان يؤثر ايجابا على سلوكهم ويسهم في رخائهم الاقتصادي والاجتماعي والثقافي ويمكنهم من أن يصبحوا اعضاء منتجين فاعلين متفاعلين في المجتمع و هو تعليم يتم بصورة منظمة ومقصودة وفي فترة زمنية مرسومة ويكون عادة مسارا رديفا ومساندا وموازيا للتعليم النظامي يعالج مفرزاته وسلبياته ويربط التعليم بالعمل المنتج ويعد جزءا لا يتجزأ من برنامج التنمية البشرية الاجتماعية والاقتصادية الشاملة والمستدامة
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	تم وضع خطة على مستوى وزارة التربية والتعليم للحد من الامية - يتم افتتاح مراكز - لتعليم الكبار ومحو الامية بشكل سنوي - يتم بناء الشراكات مع المنظمات الدولية والمحلية والقطاع الخاص لمكافح الامية
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are are seen part of an integrated whole.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	tend to disagree

patterns) are making ALE policy much more important than it used to be.]are making ALE policy much more14. 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 immortant.]agree15. Has your country formulated a CONFINTEA VI action plan following the BFA?Yes15.1. What areas does it cover? [Adult literacy]Yes15.1. What areas does it cover? [Adult literacy]Yes15.1. What areas does it cover? [Policy]Not selected15.1. What areas does it cover? [Policy]Not selected15.1. What areas does it cover? [Participation]Yes15.1. What areas does it cover? [Quality]Yes15.1. What areas does it cover? [Quality]Yes2.1. Provide the most significant indicator of this progress here.Not selected2.2. 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 selected2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five gr		
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 agree1.4. 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.]tend to agree1.4. 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 immortant.]agree1.5. Has your country formulated a CONFINTEA VI action plan following the FA?Yes1.5.1. What areas does it cover? [Adult literacy]Yes1.5.1. What areas does it cover? [Adult literacy]Yes1.5.1. What areas does it cover? [Covernance]Not selected1.5.1. What areas does it cover? [Participation]Yes1.5.1. What areas does it cover? [Covernance]Not selected1.5.1. What areas does it cover? [Covernance]<	or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are	tend to disagree
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.]agree1.4. Would your country's ALE stakeholders agree not asking for your personal views. [ALE policy identifies non-formal and informal learning as 	or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the	tend to agree
or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as imoortant.] 1.5. Has your country formulated a CONFINTEA V action plan following the BFA? 1.5.1. What areas does it cover? [Adult literacy] 1.5.1. What areas does it cover? [Adult literacy] 1.5.1. What areas does it cover? [Governance] 1.5.1. What areas does it cover? [Governance] 1.5.1. What areas does it cover? [Governance] 1.5.1. What areas does it cover? [Cality] 1.5.1. What areas does it cover? [Participation] 1.5.1. What areas does it cover? [Quality] 1.5.1. What areas does it cover? [Quality] 1.5.1. What areas does it cover? [Quality] 1.5.1. What areas does it cover? [Quality] 2.1. Overall, would you say that since 2009 your 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 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 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 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 are especially important in ALE policies in your country? Check up to five groups. [Momen and kills] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Momen and men in mid-life transitions (e.g. change in employment status; personal, health and family	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	tend to agree
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men in mid-life transitions (e.g. change in employment status; personal, health and family		
employment status; personal, health and family		
aballandas)]		
Chanengesh	challenges)]	

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)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low- level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low- skill, low-wage or precarious positions]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Yes

	ot selected
are especially important in ALE policies in your	
country? Check up to five groups. [Minority ethnic,	
linguistic or religious minorities and indigenous	
peoples]	
	s, a policy framework existed before 2009
recognize, validate and accredit non-formal and	
informal learning?	
2.4. Since 2009, has your country enacted any Yes	S
important new policies with respect to ALE?	
2.4.1. Provide the name of the policy, the year of	تم عمل إجراء وهو تحديد وفحص المستوى للاشخاص الكبار الراغبين في التعلم
adoption and if possible a link to the document.	ولخريجي مراكز تعليم الكبار ومحو الامية وتم إعتمادة بشكل رسمي في عام 2009 ، وتم تشريعها من خلال اسس ناظمة لهذا الفحص
3.1. Which of these statements apply to your age	iree
country? Since 2009, the governance of ALE has	
[increased stakeholder participation]	
3.1. Which of these statements apply to your age	iree
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	
evaluation systems]	
3.1. Which of these statements apply to your age	iree
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements]	
3.1. Which of these statements apply to your agr	iree
country? Since 2009, the governance of ALE has	
[become more decentralized]	
	iree
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	
3.1. Which of these statements apply to your agr	ree
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
3.2. Since 2009, has your government consulted Nor	ot yet, but the government plans to do so
stakeholders and civil society about the	
formulation, implementation and evaluation of	
ALE policies?	
3.2.1. Describe how the government consults on	
ALE policy.	
3.3. Has there been any significant No)
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	
hyperlinks (URLs) if possible.	
4.1. What percentage of public education 0.5	5% - 0.9%
spending currently goes to ALE?	
	creased
ALE as a proportion of public education spending	
in my country has	
	ans to increase
decrease spending on ALE?	

4.4. Has your government introduced any	No
significant innovation in ALE financing since 2009	
that could be of interest to other countries?	
4.4.1. Give details and provide references where	
appropriate and URL link if possible.	
5.1. Since 2009 and for the adult population	Do not know – this information is not available
overall, the participation rate (%) in ALE has	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	
rate (%)] 5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	
group]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Definition of	
'participation'] 5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source	
with URL	
5.2. What differences are there between women	Women participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Overall]	
5.2. What differences are there between women	Men participate more
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
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)]	
	We see the second s
5.2. What differences are there between women	Women participate more
and men in terms of their participation rates (%) in ALE programmes? [Literacy]	
In ALL programmes: [Literacy]	
5.2. What differences are there between women	Women participate more
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	
education]	
5.3. For each of the following groups, how has	increased
ALE participation since 2009 changed? [Migrants	
and refugees from other countries] 5.3. For each of the following groups, how has	increased
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	no change
ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills]	

5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	do not know
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?	No
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.	
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well- being, community cohesion]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	

6.2. Are there initial, pre-service education and	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?	Vee but inclosuete conceitu
6.4. Are there continuing, in-service education	Yes, but inadequate capacity
and training programmes for adult education	
teachers/facilitators in your country? 6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country?	
[Learning outcomes of ALE]	
6.5. Since 2009, have there been any substantial	Yes
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 substantial	Yes
analyses of the following issues in your country?	
[Diversity of providers]	
6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	
[Equity issues in ALE]	
6.5. Since 2009, have there been any substantial	Yes
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	
6.5. Since 2009, have there been any substantial	Not selected
analyses of the following issues in your country?	NOT SELECTED
[Other issues]	
6.5.1. Give references and URL link(s).	تم ذلك التحليل من خلال غدار المناهج في وزارة التربية والتعليم حيث تم تحديث وتطوير
	مناهج برنامج تعليم الكبار ومحو الأمية في عام 2009 وعام 2010
6.6. Has your government introduced any	No
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	do not know
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Health and well-being]	
Since 2009, how much has the knowledge base	do not know
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Society and community] Since 2009, how much has the knowledge base	do not know
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]	
7.1.1. Explain your response here.	Net estad
7.2. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on:	
[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	Not selected
country, ALE has a positive impact on: [Maternal	
health]	
7.2. Do you have evidence to show that in your	Not selected
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	Not selected
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	Not selected
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	Not selected
country, ALE has a positive impact on: [Sexual and	
reproductive health]	
7.2. Do you have evidence to show that in your	Not selected
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	Not selected
country, ALE has a positive impact on: [Making	
the local environment more healthy (e.g. through	
community action)]	Nationalizated
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.	

7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Illiteracy]	
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] 7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor quality of pedagogy, training materials, staff	
training and capacity]	
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Lack of access to information on ALE	
programmes	
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor interdepartmental or inter-sectoral	
collaboration1	
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]	
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]	
7.4. How far do different stakeholders (public	In theory, but not much in practice
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 interdepartmental	No
or cross-sectoral coordinating body for ALE for	
promoting personal health and well-being?	
[Name of coordinating body:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a	Not selected
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 a	Yes
positive impact on the following issues? [Social	
trust]	
8.1. Do you have evidence to show that ALE has a	Yes
positive impact on the following issues? [Social	
integration/inclusion]	Vee
8.1. Do you have evidence to show that ALE has a	Yes
positive impact on the following issues? [Diversity	
tolerance] 8.1.1. Give sources for checked options.	برنامج تعليم الكبار ومحو الامية المنفذ في المملكة وكذلك من خلال التقارير الوطنية
o. 1. 1. dive sources for checked options.	برنامج لعيم الدبار ومحو الأمية الملفة في المملحة وحديث من حمرن التعارير الوطنية. وتقارير المركز الوطني لحقوق الانسان
	ولغازير المردر الوضي تحقوق الإستان

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 small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [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	من خلال مخرجات برنامج تعليم الكبار ومحو الامية

8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Multilingualism and cultural diversity]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Increased access to education, literature, the	
arts and cultural heritage]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Environmental sustainability in local communities]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Active citizenship and political and community	
participation	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Community solidarity and social justice]	
8.4. To what extent do ALE programmes in	
general contribute to strengthening the following	
cultural and social resources in your country?	
[Democratic values and peaceful co-existence]	
8.4. To what extent do ALE programmes in	to a large extent
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	somewhat
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	
svstems1	

8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? a lot exceeded development of the following cultural resources? 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? somewhat 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? somewhat 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? somewhat 9.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? somewhat 10. Chance and theatel Yes Groups that are the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Yes (c) the hardest to reach with ALE programmes Yes		
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IEcology and the environment! A. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? Shorts! Shorts what extent do your country's ALE programmes include provisions for the development of the following cultural resources? Shorts what extent do your country's ALE programmes? Refugees Provisions for the development of the following cultural resources? Inclusion and theatrel Corups that are the hardest to reach with ALE programmes Prose with no valid residency documents (sampapiers) (a) the hardest to reach with ALE programmes Residents of rural or remote areas] (a) the hardest to reach with ALE programmes Residents of rural or remote areas] (a) the hardest to reach with ALE programmes Residents of rural, ethnic, linguistic and religious minority groups and indigenous peoples! Not selected Metalected (a) the hardest to reach with ALE programmes (b) the hardest to reach with ALE programmes (b) the hardest to reach with ALE programmes (c) the hardest to reach with ALE programmes (f) the hardest to reach with ALE programmes have had some succe		
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programmes include provisions for the somewhat development of the following cultural resources? somewhat So. To what extent do your country's ALE somewhat programmes include provisions for the development of the following cultural resources? Charter and theatrel Somewhat Groups that are the hardest to reach with ALE Yes programmes? [Refuges] Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (c) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (c) the hardest to reach with ALE programmes Yes Senior citizens (as defined in your country)] (c) the hardest to reach with ALE programmes Yes <tr< td=""><td></td><td>somewhat</td></tr<>		somewhat
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isports isports 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? somewhat Programmes? [Refugees] somewhat somewhat Groups that are the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Yes (c) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Yes (c) the hardest to reach with ALE programmes Yes (b) the hardest to reach with ALE programmes Yes (b) the hardest to reach with ALE programmes have had some Not		
8.6. To what extent do your country's ALE somewhat programmes include provisions for the somewhat Gevelopment of the following cultural resources? Somewhat (a) the hardest to reach with ALE Yes (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (c) the hardest to reach with ALE programmes Not selected (a) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (c) the hardest to reach with ALE programmes Not selected (b) the hardest to reach with ALE programmes Not selected (c) the hardest to reach with ALE programmes have had some Not selected (b) gr		
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some success [People living with chronic illnesses	
or disabilities]	Net colorised
(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]	Neteslasted
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	
etc.)]	Net colooted
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Adaptability to change] 9.1. Do you have evidence to show that in your	Yes
	165
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.	نمتلك برنامج تعليمي فريد من نوعه ويسمى برنامج تعزيز الثقافة للمتسربين
	لمتلك برنامج تغليمي فريد من توعة ويسمى برنامج تغرير الفاقة للمتشربين
9.2. Do you have evidence for the impact of ALE	Both
on the following individual issues? [Employability	bour
(entry into labour market, remaining in	
employment)]	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Performance	
in current job (individual productivity, quality of	
work, achievement)]	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Career	
prospects]	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employee	
salary levels]	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Continuing	
professional and skills development leading to	
recognized certification or qualification]	
9.2.1. Provide sources for the selected options.	لا يوجد
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 the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2] Strong 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training] Do not know 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training] Do not know 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training] Do not know 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal Do not know 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal Do not know
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the effects of the following kinds of ALE provision
workplace learning]
9.3. How strongly do ALE policymakers perceive Do not know
the effects of the following kinds of ALE provision
on productivity in your country? [Company training]
9.3. How strongly do ALE policymakers perceive Do not know
the effects of the following kinds of ALE provision
on employment in your country? [Company training]
9.3. How strongly do ALE policymakers perceive Strong
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 Strong
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 Do not know
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 Do not know
the effects of the following kinds of ALE provision
on productivity and employment in your country?
on productivity and employment in your country? [Advanced professional education]
[Advanced professional education]
[Advanced professional education] 9.3. How strongly do ALE policymakers perceive Do not know

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance	Do not know
education and e-learning]	
9.4. Since 2009, have there been any major	No
surveys or studies in your country that assess the	
outcomes or results of ALE programmes for	
employment and the labour market?	
9.4.1. Give details and provide references and	
URL links if possible.	