

Monitoring survey results for Pakistan

UNESCO Region	South and West Asia
1.1. Does your country have an official definition	
of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	A literate person is one who can read and write a paragraph in any language with understanding and can make Simple calculations.
1.2. Has the official definition of ALE changed since 2009?	Yes, a little
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?	No
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	
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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	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 and continuing vocational education and training are not integrated.]	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. [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.]	
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.]	
1.5. Has your country formulated a CONFINTEA VI	No
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 20002
2.1. Overall, would you say that since 2009 your country	is at the same level as in 2009?
2.1. Overall, would you say that since 2009 your country2.1.1. Provide the most significant indicator of	is at the same level as in 2009?
2.1. Overall, would you say that since 2009 your country	is at the same level as in 2009?
2.1. Overall, would you say that since 2009 your country2.1.1. Provide the most significant indicator of this regression here.	is at the same level as in 2009?
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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]	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] 2.2. Which target groups of (potential) learners 	Not selected
are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Not selected

2.3. Does your country have a policy framework to	
recognize, validate and accredit non-formal and	No
informal learning?	
2.4. Since 2009, has your country enacted any	
important new policies with respect to ALE?	No
2.4.1. Provide the name of the policy, the year of	
adoption and if possible a link to the document.	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	dicagroo
[increased stakeholder participation]	disagree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	disagree
evaluation systems]	uisagiee
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements]	disagree
2.4 Which of these states and a sub-	uisugice
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	agree
[become more decentralized]	agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	tend to agree
	tend to agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	tend to agree
2.0. Cines 2000, here your deviationment consulted	
3.2. Since 2009, has your government consulted	
stakeholders and civil society about the	
formulation, implementation and evaluation of	Not yet, but the government plans to do so
ALE policies?	Not yet, but the government plans to do so
3.2.1. Describe how the government consults on	
ALE policy.	
3.3. Has there been any significant	
innovation/development in ALE governance in	
your country since 2009 that could be of interest	No
to other countries? 3.3.1. Give details here. Provide sources and	
hyperlinks (URLs) if possible. 4.1. What percentage of public education	
spending currently goes to ALE?	0 - 0.4%
4.2. Between 2009 and 2014, public spending on	
· · · · -	
ALE as a proportion of public education spending	decreased
in my country has 4.3. Does the government plan to increase or	
	Plans to increase
decrease spending on ALE? 4.4. Has your government introduced any	
significant innovation in ALE financing since 2009	
that could be of interest to other countries?	No
4.4.1. Give details and provide references where	
appropriate and URL link if possible.	
5.1. Since 2009 and for the adult population	
overall, the participation rate (%) in ALE has	

5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	
rate (%)]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	
group]	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Definition of	
'participation']	
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source	
with URL]	
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Overall]	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
	Equal participation
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Technical and Vocational	
education and training (TVET)]	Equal participation
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Literacy]	
	Women participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [Non-formal and informal	
education]	Women participate more
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Migrants	do not know
and refugees from other countries] 5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [All those	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	
	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills]	no change
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Minority	
ethnic, linguistic and religious minorities and	no change
indigenous peoples] 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-	ingraged
term unemployed]	Increased

E. 2. For each of the following groups, how has	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	increased
living with disability]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Young	
persons not in education, employment and	increased
training]	
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]	
in low-skill, low-wage and precanous 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?	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]	N
	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	Net colorted
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-	Not selected
being, community cohesion]	
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[None of these – this information is not	Yes
systematically available] 6.1. Does your country systematically collect	
information about the following ALE outcomes?	
-	
[Other] 6.2. Are there initial, pre-service education and	
training programmes for ALE teachers/facilitators	
in your country?	No
6.3. Are initial, pre-service qualifications a	
requirement to teach in ALE programmes?	Yes, in all cases
6.4. Are there continuing, in-service education	
and training programmes for adult education	
teachers/facilitators in your country?	Yes, but inadequate capacity
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Learning outcomes of ALE]	Yes

6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Quality criteria for teaching and learning, e.g.	Not selected
curricula and methods]	Not Sciected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Not selected
[Diversity of providers] 6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	
	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Equity issues in ALE]	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	
	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Not selected
[Other issues]	
6.5.1. Give references and URL link(s).	http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES
	/UIL/confintea/pdf/National_Reports/Asia%20-
	%20Pacific/Pakistan.pdf
6.6. Has your government introduced any	
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	No
countries?	
6.6.1. Give details and provide sources and URL	
links if possible. Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Health and well-being]	somewhat
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Society and community]	somewhat
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Employment and labour market	comowhat
outcomes	somewhat
7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	4
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]	4

7.1.1. Explain your response here.	
	The literacy Curriculum of Pakistan gives due importance to health and hygiene. The curriculum says"Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihood, and gender equality. The goals of literacy programs should reflect thisunderstanding. The curriculum also focuses on the following goals related to heath and well being. To enable the learners to:-i. Understand the need and importance of health and cleanliness;ii. Understand the symptoms and causes of different diseases;iii. Take necessary pre-cautionary measures for protection against different diseases; iv. Be aware of needs and requirements of balanced diet for different age group; v. Know the cures of different diseases and illnesses through specific foods and fruits
7.2. Do you have evidence to show that in your country, ALE has a positive impact on:[Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Not selected
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)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on:[Preventing, but also living with, HIV/AIDS and its social consequences]	Not selected
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)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on:[Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Not selected
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)]	Not selected

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 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? 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? 	[Inadequate or misdirected funding]	4 = very important
NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country? 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	7.4. How far do different stakeholders (public	
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country? Hardly at all 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? Hardly at all	NGOs, private providers, etc.) collaborate in the	
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	design and delivery of ALE programmes in your	Line all second
or cross-sectoral coordinating body for ALE for promoting personal health and well-being?		Hardiy at all
promoting personal health and well-being?		
No	promoting personal health and well-being?	No
No		
[Name of coordinating body:]		
[Briefly describe its mandate and activities:]	[Briefly describe its mandate and activities:]	

9.1. Do you have evidence to show that ALE has a	
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues?	
[Participation in social, civic and political activities	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Social	
trust]	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Social	
integration/inclusion]	Not selected
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Diversity	
tolerance]	Not selected
8.1.1. Give sources for checked options.	
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	
communities1	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	to a large extent
community participation]	

 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] 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] 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] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your
following cultural and social resources in your country? [Community solidarity and social justice]to a large extent8.3. 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]a large extent8.3. 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
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existence1 to a large extent 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the
programmes contribute to strengthening the
following cultural and social resources in your
country? [Other]
8.3.1. Please specify
8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[Multilingualism and cultural diversity] to a large extent
8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[Increased access to education, literature, the arts and cultural heritage] to a large extent
arts and cultural heritage1 to a large extent 8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[Environmental sustainability in local communities] to a large extent
8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[Active citizenship and political and community
participation] to a large extent
8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[Community solidarity and social justice]
to a large extent
8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[Democratic values and peaceful co-existence]
to a large extent
8.4. To what extent do ALE programmes in
general contribute to strengthening the following
cultural and social resources in your country?
[None of these – adult learning and education
programmes mostly have other purposes]
8.4. To what extent do ALE programmes in
general contribute to strengthening the following

8.5. How far does the statement below reflect the	
policy approach in your country? Youth and adult	
literacy and basic skills programmes are not	
directed towards social and cultural development	
- they teach people to read, write and deal with	not at all
numbers.	
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	not at all
[Arts and crafts] 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Cultural rituals and traditional knowledge	
systems]	a lot
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Spirituality]	somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Ecology and the environment]	somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Sports]	somewhat
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	not at all
[Dance and theatre]	ווטר מר מוו
Groups that are the hardest to reach with ALE	Yes
programmes? [Refugees] (a) the hardest to reach with ALE programmes	
[Those with no valid residency documents (sans-	
-	Not selected
papiers)] (a) the hardest to reach with ALE programmes	
[Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes	
[Residents of institutions (prisons, hospitals, etc.)]	
	Not selected
(a) the hardest to reach with ALE programmes	
[Members of cultural, ethnic, linguistic and	
religious minority groups and indigenous peoples]	
	Not selected
(a) the hardest to reach with ALE programmes	
[Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes	
[People living with chronic illnesses or disabilities]	Neteclested
	Not selected
(a) the hardest to reach with ALE programmes	Vac
[Senior citizens (as defined in your country)]	Yes
(a) the hardest to reach with ALE programmes	
[Other]	
Groups where ALE programmes have had some	Not selected
success [Refugees]	

I	
(b) groups where ALE programmes have had	
some success [Those with no valid residency	Not colooted
documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had	
some success [Residents of rural or remote areas]	Vee
	Yes
(b) groups where ALE programmes have had	
some success [Residents of institutions (prisons,	Vee
hospitals, etc.)]	Yes
(b) groups where ALE programmes have had	
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	Vee
indigenous peoples]	Yes
(b) groups where ALE programmes have had	
some success [Migrants (not refugees) and their	Net colorted
families]	Not selected
(b) groups where ALE programmes have had	
some success [People living with chronic illnesses	Net colocted
or disabilities]	Not selected
(b) groups where ALE programmes have had	
some success [Senior citizens (as defined in your	Not selected
country)]	
(b) groups where ALE programmes have had	
some success [Other]	
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	Not selected
etc.)] 9.1. Do you have evidence to show that in your	
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]	Not selected
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Inclusiveness in respect of	
disadvantaged groups (e.g. disabled, older	
workers)]	Not selected
9.1.1. Provide sources for the selected options.	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employability	
(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)]	Both
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]	
0.0.1. Dury ide accuracy fourth a solution of anti-	
9.2.1. Provide sources for the selected options.	portal.unesco.org//39767cfde350eff48cc0a208d72ffe4
9.3. How strongly do ALE policymakers perceive	cFarah_I.doc
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and	
basic skills]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	
basic skills]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	Strong
education and training]	Stiong
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]	
	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	
vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	Modest
vocational education and training] 9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Informal	
workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Informal	0
workplace learning]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Company	
training]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Self-directed	Modest
learning]	mouout

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]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Modest
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	No
9.4.1. Give details and provide references and URL links if possible.	