## GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

## Monitoring survey results for Israel

UNESCO Region	North America and Western Europe
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	Lifelong Learning is based on the values of morality, democracy and theindividual's right to equality in realizing his opportunities and potential fordevelopment, in creating socio-economic mobility, and establishing an improvedquality of life. This right belongs to every person, regardless of nationality,religion, race, gender, age, family status and economic situation. Every individualis entitled to realize this right at the time that best suits him and is appropriatefor his personal circumstances.For these reasons, the state's role is significant in ensuring the right of "educationfor all" - particularly for society's weaker populations.About the Adult Education DivisionThe Adult Education Division of the Ministry of Education is a national bodythat promotes adult education/lifelong learning by providing relevant andprofessional solutions that meet the various needs of the adult population in the different sectors of Israeli society - Jewish, Arab, Bedouin and Druse, new andveteran immigrants, intellectuals, and those with little or no education. It does this by teaching Hebrew language and offering classes leading to a completion of 12 years of education.
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for	Yes
ALE programmes in your country?	
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	High school Equivalency Education, to promote occupational integration.
1.4. Would your country's ALE stakeholders	disagree
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 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.]	agree

1.4 Mould your country's ALE statishedder	diagram
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree
<ul> <li>1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views.</li> <li>[Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]</li> </ul>	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your	has made significant progress on ALE policy?
country	
2.1.1. Provide the most significant indicator of	
this regression here. 2.1.1. Provide the most significant indicator of	The government has made a decision to significantly increase budget allocations
this progress here.	to promote education for populations with varying educational levels, with a special emphasis on education in the Jewish ultra-orthodox and Arab sectors. The primary goals of this investment:facilitating better integration of these populations into the job market; facilitating their access into academic education.Another indicator of progress: upgrading the teleprocessing system in the Hebrew classes for new immigrants (Ulpanim).
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking 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]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Yes
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]	Yes
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	No
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes

0.4.4. Describe the respect of the realized the user of	
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [increased stakeholder participation ]	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [developed more effective monitoring and evaluation systems ]	disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [introduced better coordination arrangements ]	tend to agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [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]	agree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has [strengthened inter-ministerial cooperation]	tend to agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	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	Yes
to other countries? 3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	the program for completing education for parents (Ad Halom). Nine months after completion of the program it appears that Ad Halom succeeded in achieving the goals that motivated the students to enroll in the program: the desire to help their children in their schoolwork and to develop and move forward (e.g., to complete their education, to improve their vocational status). Graduates of the Ad Halom program attribute it with making a significant contribution to their lives.
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 in my country has	increased
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to stay about the same
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	Yes
4.4.1. Give details and provide references where appropriate and URL link if possible.	The government has made a decision to significantly increase budget allocations to promote education for populations with varying educational levels, with a special emphasis on education in the Jewish ultra-orthodox and Arab sectors. The primary goal of this investment is to facilitate better integration of these populations into the job market.http://cms.education.gov.il/NR/rdonlyres/D25DB2E5-4BB3-4BB9-A181-678F15FE6C9D/186566/prospectenweb.pdf
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has	Increased
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2014

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference	25-45
age group] 5.1.1. Insert the overall ALE participation rate (%)	Promoting high school equivalency education in the Arab sector, with an
for the most recent year available [Definition of 'participation']	emphasis on Arab and Bedouin women.
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	
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 (%)	Equal participation
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 and men in terms of their participation rates (%)	Women participate more
in ALE programmes? [Non-formal and informal 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	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	increased
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	increased
ethnic, linguistic and religious minorities and indigenous peoples1	
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	increased
ALE participation since 2009 changed? [The long- term unemployed]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults	no change
living with disability] 5.3. For each of the following groups, how has	increased
ALE participation since 2009 changed? [Young persons not in education, employment and	
training 5.3. For each of the following groups, how has	
ALE participation since 2009 changed?[Residents of rural and remote areas]	
	no chango
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 generative to other convection in ALE protection and participation since 2009 that could be of interest to other countries?       Yes         5.4. Give details. Provide sources and URL link if possible. Also include references to recert surveys or major studies of ALE participation in your country published since 2009.       Development of a special program for high school equivalency for parents we por educational backgrounds. The aim is to strengthen the parent-child relationship in these families by educating parents so they can help their children in homework, and generally promote a home atmosphere that is m intellectually stimulating and encourages higher education.         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Certificates or qualifications issued]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         (Social outcomes (or labour market outcomes)       Yes         (Social outcomes in the areas of health and wellbeing, comunity systematically collect information about the following ALE outcomes?       Not selected         Not selected       Not selected         information about the following ALE outcomes?       Yes         (Social outcomes in the areas of health and wellbeing, comunity cohesion!       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Doe of there - this information is not systematically collect information a	
and participation since 2009 that could be of interest to other countries?       Perelopment of a special program for high school equivalency for parents wo poor educational backgrounds. The aim is to strengthen the parent-child surveys or major studies of ALE participation in your country systematically collect information about the following ALE outcomes?       Development of a special program for high school equivalency for parents wo poor educational backgrounds. The aim is to strengthen the parent-child relationship in these families by educating parents so they can help their children in homework, and generally promote a home atmosphere that is m intellectually stimulating and encourages higher education.         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? [Certificates or qualifications issued]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes (or labour market outcomes)]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well- being, community cohesion]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
interest to other countries?         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.       Verelopment of a special program for high school equivalency for parents w poor educational backgrounds. The aim is to strengthen the parent-child relationship in these families by educating parents so they can help their information about the following ALE outcomes?         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         10 mer your country systematically collect information about the following ALE outcomes?       Not selected         10 mer your country systematically collect information about the following ALE outcomes?       Not selected         10 mer your country systematically collect information abo	
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.       Development of a special program for high school equivalency for parents w poor educational backgrounds. The aim is to strengthen the parent-child relationship in these families by educating parents so they can help their children in homework, and generally promote a home atmosphere that is m intellectually stimulating and encourages higher education.         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? [Certificates or qualifications issued]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well- being, community cohesion]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well- being, community cohesion]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]       Yes         6.2. Are there initial, pre-service education and training programmes for ALE       Yes, in some cases     <	
if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.       poor educational backgrounds. The aim is to strengthen the parent-child relationship in these families by educating parents so they can help their children in homework, and generally promote a home atmosphere that is m intellectually stimulating and encourages higher education.         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         Not selected       Yes         Social outcomes or country systematically collect information about the following ALE outcomes?       Yes         Not selected       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Other)       6.3. Are initial, pre-service educatio	
surveys or major studies of ALE participation in your country published since 2009. Alternation about the following ALE outcomes? [Completion rates] 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued] 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued] 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued] 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes] (Collect information about the following ALE outcomes? [Social outcomes] in the areas of health and well- being, community cohesion] 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] 6.1. Does your country systematically collect information about the following ALE outcomes? [Chrief] 6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes? 6.4. Are there continuing, in-service educations a requirement to teach in ALE programmes? 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country? 6.5. Since 2009, have three been any Substantial analyses of the following issues in	re
your country published since 2009. hildren in homework, and generally promote a home atmosphere that is m intellectually stimulating and encourages higher education. 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued] 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)] 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)] 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] 6.1. Does your country systematically collect information about the following ALE outcomes? [None of these - this information is not 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? 6.4. Are there continuing, in service education and training programmes for adult education teachers/facilitators in your country? 6.5. Since 2009, have there been any substantial analyses of the following issues in	re
6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         Social outcomes in the areas of health and well- being. community cohesion1       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         (Not selected       Yes         (Social outcomes in formation is not systematically available]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Other)       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Charle here initial, pre-service education and training programmes for ALE       Yes, in some cases         req	re
6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Completion rates)       6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Certificates or qualifications issued)       Ves       Ves         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         (Entificates or qualifications issued)       Ves       Ves         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         (Social outcomes)       Not selected       Ves         6.1. Does your country systematically collect information about the following ALE outcomes?       Ves         (Social outcomes)       Not selected       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         (Nom of these - this information is not systematically available]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Dother)       Yes       Ves         6.3. Are initial, pre-service education and training programmes for ALE       Yes, in some cases         requirement to teach in ALE programmes?       Yes, in some cases         6.4. Are there continuing, in-service education and	
6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         (Enclowent)       Selected         information about the following ALE outcomes?       Yes         (Social outcomes)       Selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (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?       Not selected         (Non of these - this information is not systematically available]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         (Other)       Selected       Yes         6.2. Are there initial, pre-service equation and training programmes for ALE teachers/facilitators in your country?       Yes, in some cases         6.3. Are interial, pre-service qualifications a requirement to teach in ALE programmes?       Yes, in some cases         Social coutcomes, in service education and training pr	
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[Completion rates]       4         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         [Chrificates or qualifications issued]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         [Chrificates or qualifications issued]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         [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?       Not selected         [None of these - this information is not systematically available]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         [Other]       6.2. Are three initial, pre-service education and training programmes for ALE       Yes         6.2. Are three initial, pre-service qualifications a requirement to teach in ALE programmes?       Yes, in some cases         6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your countr?       No         6.5. Since 2009, have there been any substantial analyses of the following issues in       Yes	
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes()]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes]]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes]]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes? [Note of these - this information is not systematically available]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Note of these - this information is not systematically available]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes? [Other]       Yes         6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?       Yes, in some cases         6.3. Are initial, pre-service education and training programmes for adult education teachers/facilitators in your country?       Yes, in some cases         6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?       Yes         6.5. Since 2009, have there been any substantial analyses of the following issues in       Yes	
information about the following ALE outcomes? [Certificates or qualifications issued]Not selected6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes])Not selected6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes])YesSocial outcomes in the areas of health and well- being, community cohesionYesNot selectedNot selectedinformation about the following ALE outcomes? [Social outcomes in the areas of health and well- being, community cohesion]Not selected6.1. Does your country systematically collect information about the following ALE outcomes? [Note of these - this information is not systematically available]Not selected6.1. Does your country systematically collect information about the following ALE outcomes? [Other]Not selected6.2. Are there initial, pre-service education and training programmes for ALE requirement to teach in ALE programmes?Yes, in some cases6.3. Are initial, pre-service education and training programmes for adult education teachers/facilitators in your country?No6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?No6.5. Since 2009, have there been any substantial analyses of the following issues inYes	
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[Employment outcomes (or labour market outcomes)]       Yes         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         [Social outcomes in the areas of health and well- being, community cohesion]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Not selected         [None of these - this information is not systematically available]       Not selected         6.1. Does your country systematically collect information about the following ALE outcomes?       Yes         [Other]       Yes         6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?       Yes, in some cases         6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?       Yes, in some cases         6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?       No         6.5. Since 2009, have there been any substantial analyses of the following issues in       Yes	
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being, community cohesion1 6.1. Does your country systematically collect information about the following ALE outcomes? [None of these - this information is not systematically available1 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? 6.3. Are initial, pre-service education and training programmes for adult education and training programmes for adult education teachers/facilitators in your country? 6.5. Since 2009, have there been any substantial analyses of the following issues in	
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teachers/facilitators in your country?       Image: Second S	
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6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?       No         6.5. Since 2009, have there been any substantial analyses of the following issues in       Yes	
and training programmes for adult education         teachers/facilitators in your country?         6.5. Since 2009, have there been any         Yes         substantial analyses of the following issues in	
teachers/facilitators in your country?         6.5. Since 2009, have there been any         Yes         substantial analyses of the following issues in	
6.5. Since 2009, have there been any substantial analyses of the following issues inYes	
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 Not selected	
substantial analyses of the following issues in	
your country? [Equity issues in ALE]	
6.5. Since 2009, have there been any Not selected	
substantial analyses of the following issues in	
your country? [Barriers to ALE participation and	
brovision1 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).	
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	Integrating the use of state-of-the-art technologies and digital learning of Hebrew
links if possible.	in ulpanim (for immigrants and other adults who are not fluent in Hebrew).
	http://ae.lms.education.gov.il/
Since 2009, how much has the knowledge base	somewhat
on the benefits of ALE for the following areas	Somewhat
improved for policymakers, researchers and	
practitioners? [Health and well-being]	
Since 2009, how much has the knowledge base	a lot
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	a lot
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Employment and labour market	
outcomes1 7.1. Indicate the extent to which your country's	2
ALE policy and practice [Recognizes the	2
contribution ALE can make to personal health	
and well-being]	
7.1. Indicate the extent to which your country's	3
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.	Health is not at the top of interest of our adult education system.
7.2. Do you have evidence to show that in your	Yes
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-	NOT SELECTED
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	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	Yes
country, ALE has a positive impact on: [Healthy	
lifestyles (such as diet, exercise, stress	
reduction)]	Vac
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making	Yes
the local environment more healthy (e.g. through	
community action)]	

7.2. Do you have evidence to show that in your       Not selected         7.2. Do you have ovidence to show that in your       Not selected         7.2. Do you have ovidence to show that in your       Not selected         7.2. Do you have ovidence to show that in your       Not selected         7.2. Do you have ovidence to show that in your       Not selected         7.2. Do you have ovidence to show that in your       None.         7.3. For you county, indicate how inportant the developing intervences of ALE for heath and well being intervences of ALE for heath and well being intervences of ALE for heath and well being intervences of ALE for heath and well-being intervences of ALE for heath and		
country. ALE has a positive inpact or: [Noi vertificate al. (In a way apped) 7.2.1. Brease provide your sources. 7.3. For your country, indicate how important the effectiveness of ALE for heath and well-being effectiveness of ALE for heath and well-being fload-age as factors influencing the effectiveness of ALE for heath and well-being Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information on ALE orgentime effectiveness of ALE for heath and well-being: Clack of access to information in the effectiveness of ALE for heath and evel-being: Clack of access to information in the effectiveness of ALE for heath and evel-being: Clack of access to information in the effectiveness of ALE for heath and evel-being: Clack of access to information in the effectiveness of ALE for heath and evel-being:	country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a	Not selected
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7.2.1. Bease provide your sources.     None.       7.3. For your county, indicate how important the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:     4 = very important       7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:     4 = very important       1.0. Toy the following are as factors influencing the effectiveness of ALE for health and well-being:     0 not know       1.0. Toy the following issues?     None       1.0. Toy that we evidence to show that ALE has a postive impact on the following issues?	country, ALE has a positive impact on: [No	Not selected
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:       4 = very important         6. To you how well well well wells:       6 to not know       4 = very important         6. To you how well wells:       6 to not know       6 to not know         1. Aboy to the following issues?       6 to not know       6 to not know		None
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effectiveness of ALE for health and well-being Household income inequalities 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being Poor quaity of pedagogy, training materials, 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being Poor quaity of pedagogy, training materials, 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being Poor quaity of pedagogy, training materials, 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being Poor quaity of pedagogy, training materials, 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Poor interdepartmental or inter-sectoral collaboration 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Poor interdepartmental or inter-sectoral collaboration 7.3. For your county, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: Poor interdepartmental or inter-sectoral collaboration 7.3. For your county, have and inter-sectoral collaboration the following are as factors influencing the effectiveness of ALE for health and well-being: Poor interdepartmental or inter-sectoral collaboration 1.4. How fact do formet standenders public 1.4. How fact do formet standenders public 1.4. How fact do formet standenders public 1.6. Doy un have evidence to show that ALE has a positive impact on the following issues? 1.5. Doy thave evidence to show that ALE has a positive impact on the following issues? 5.1. Doy to have evidence to show that ALE has a positive impact on the following issues? 5.1. Doy		
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effectiveness of ALE for health and well-being: [Inadequate or misdirected funding] 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-beine? [Name of coordinating body:] [Briefly describe its mandate and activities:] 8.1. Do you have evidence to show that ALE has a positive inpact on the following issues? [Participation in social, civic and political activities ] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social Integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]		do not know
[Inadequate or misdirected funding]       Yes         7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?       Not much, but to an increasing extent         7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-bein?       No         [Name of coordinating body:]       [Briefly describe its mandate and activities:]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [		
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?       No         7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?       No         [Name of coordinating body:]       Image: Coordinating body:]         [Briefly describe its mandate and activities:]       St. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a posi		
education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?No7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? [Name of coordinating body:]No[Briefly describe its mandate and activities:] 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 1Yes8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Yes8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration /inclusion]Yes8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Yes8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Yes8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Not selected8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Not selected8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Not selected8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]Not selected8.1. Do you have evidence to show that ALE has a positive impact on the following i		Not much, but to an increasing extent
NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?       No         7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?       No         [Name of coordinating body:]       Image: Coordinating body:]         [Briefly describe its mandate and activities:]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities ]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       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? [Social integration/inclusion]       Not selected		
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country?       7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?       No         [Name of coordinating body:]       [Briefly describe its mandate and activities:]       8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes		
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?       No         Name of coordinating body:]       Image: Coordinating body:]         [Briefly describe its mandate and activities:]       Sector and the following issues?         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         9.1. 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? [Social integration/inclusion]       Not selected		
body for ALE for promoting personal health and well-being?       Image: Second se		No
well-being?         [Name of coordinating body:]         [Briefly describe its mandate and activities:]         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 ]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]		
[Name of coordinating body:]       [Briefly describe its mandate and activities:]         [Briefly describe its mandate and activities:]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Yes         [Participation in social, civic and political activities ]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         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? [Social integration/inclusion]       Not selected		
[Briefly describe its mandate and activities:]       Image: Second		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Yes         [Participation in social, civic and political activities ]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       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		
a positive impact on the following issues? [Participation in social, civic and political activities ] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]		
[Participation in social, civic and political activities ]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected	-	Yes
activities 1       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         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?       Not selected		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected		
a positive impact on the following issues? [Social trust] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]		Yes
trust]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected		
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]       Yes         8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected         [Diversity tolerance]       Not selected		
a positive impact on the following issues? [Social integration/inclusion] 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]		Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues?       Not selected         [Diversity tolerance]       Image: Comparison of the following issues is the following issue is the following issues is the fo	a positive impact on the following issues? [Social	
a positive impact on the following issues? [Diversity tolerance]		
[Diversity tolerance]		Not selected
o.t.t. Give sources for checked options.		
	o.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 communities]	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? [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 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? [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

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 small 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 small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write	not at all
and deal with numbers. 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	somewhat
<ul> <li>8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources?</li> <li>[Cultural rituals and traditional knowledge systems]</li> </ul>	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	not at all
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? [Dance and theatre]	not at all
Groups that are the hardest to reach with ALE programmes? [Refugees]	Yes
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans- papiers)]	Yes
(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	Not selected
religious minority groups and indigenous peoples]	
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
<ul><li>(a) the hardest to reach with ALE programmes</li><li>[People living with chronic illnesses or disabilities</li><li>]</li></ul>	Yes
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some	Not selected
success [Refugees] (b) groups where ALE programmes have had	Not selected
some success [Those with no valid residency documents (sans-papiers)]	
(b) groups where ALE programmes have had	Not selected
some success [Residents of rural or remote areas]	
(b) groups where ALE programmes have had	Not selected
some success [Residents of institutions (prisons, hospitals, etc.)]	
(b) groups where ALE programmes have had	Yes
some success [Members of cultural, ethnic, linguistic and religious minority groups and	
indigenous peoples]	
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their	Yes
families]	
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities ]	Not selected
(b) groups where ALE programmes have had	Yes
some success [Senior citizens (as defined in your country)]	
(b) groups where ALE programmes have had	
some success [Other] 9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the	
following? [Company/organization success (in terms of profitability, efficiency, quality of service. etc.)]	
9.1. Do you have evidence to show that in your	Not selected
country, ALE has a positive impact on the following? [Innovative capacity]	
9.1. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on the following? [Adaptability to change]	
9.1. Do you have evidence to show that in your	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.	
· · · · · ·	
9.2. Do you have evidence for the impact of ALE	Both
· · · · · ·	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in	Both
<ul> <li>9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]</li> <li>9.2. Do you have evidence for the impact of ALE</li> </ul>	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	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.	
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	Strong
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	Strong
the effects of the following kinds of ALE provision	
on employment in your country? [Initial	
vocational education and training] [Scale 2]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	
vocational education and training 9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	
vocational education and training	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision on productivity in your country? [Informal	
on productivity in your country? [informal workplace learning]	
9.3. How strongly do ALE policymakers perceive	Strong
the effects of the following kinds of ALE provision	
on employment in your country? [Informal	
workplace learning] 9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on productivity in your country? [Company	
training	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision on employment in your country? [Company	
training]	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Self-directed	
learning1 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]	
9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on productivity in your country? [Advanced professional education]	
איטיטאומו בעעטמנוטוון	

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	No effect
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]	No effect
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.	