

Monitoring survey results for Maldives

UNESCO Region	South and West Asia
1.1. Does your country have an official definition	
of ALE?	No
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed since 2009?	
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	
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.l 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.]	
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.]	
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.]	
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.]	
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	
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? [Folicy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
	I VOL SCIECTEU
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	
country	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of	
this regression here.	
2.1.1. Provide the most significant indicator of	
this progress here.	
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking personal growth and widening of knowledge horizons	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	Not selected
challenges)] 2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Socially	
excluded groups (e.g. homeless people, [ex-	
[prisoners; adults with mental health problems]	
	Yes

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Octoev up to five groups. [Adults with low-level iterace or basic skills] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Octoev up to five groups. [Workers in low-skill, low-wase or precarious positions] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Octoev up to five groups. [Long-term unemplored people] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Octoev up to five groups. [Adults living with disabilities] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Octoev up to five groups. [Residents of rural or soarsely ocoulated areas] 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Octoev up to five groups. [Concorring occurring occ		
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[increased stakeholder participation]	_	tand to agree
	[Increased stakeholder participation]	teria 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 3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements]	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	tend to agree
[become more decentralized] 3.1. Which of these statements apply to your	toria to agree
country? Since 2009, the governance of ALE has	
[strengthened capacity-building initiatives]	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[strengthened inter-ministerial cooperation]	
3.2. Since 2009, has your government consulted	
stakeholders and civil society about the	
formulation, implementation and evaluation of	
ALE policies? 3.2.1. Describe how the government consults on	
ALE policy. 3.3. Has there been any significant	
innovation/development in ALE governance in	
your country since 2009 that could be of interest	
to other countries?	Yes
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?	
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending	
in my country has	
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?	
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	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]	
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	
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- 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
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]	Equal participation
5.2. What differences are there between women	
and men in terms of their participation rates (%)	
in ALE programmes? [General education]	
h ig a final a second	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)]	Men participate more
5.2. What differences are there between women	
and men in terms of their participation rates (%)	Woman nartiainata mara
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	
	Women participate more
education] 5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Migrants	
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	increased
with low-level literacy and basic skills	Increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority	
ethnic, linguistic and religious minorities and	
indigenous peoples]	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Senior	
citizens/the retired (Third Age Education)]	
, 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [The long-	
term unemployed]	no change
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	increased
living with disability]	IIIOI GUSGU
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Young	
persons not in education, employment and training]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed?[Residents	
of rural and remote areas]	
	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Workers	
in low-skill, low-wage and precarious employment]	
	increased

5.4. Has your government introduced any	
significant innovation in ALE to improve access	
and participation since 2009 that could be of	
interest to other countries?	
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]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Certificates or qualifications issued]	
[estimostos of quamiostis locada]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	
outcomes)]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Social outcomes in the areas of health and well-	
being, community cohesion]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[None of these - this information is not	
systematically available]	Not selected
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Other]	
6.2. Are there initial, pre-service education and	
training programmes for ALE teachers/facilitators	Yes
in your country?	165
6.3. Are initial, pre-service qualifications a	Yes, in some cases
requirement to teach in ALE programmes?	res, in some cases
6.4. Are there continuing, in-service education	
and training programmes for adult education	Yes, but inadequate capacity
teachers/facilitators in your country? 6.5. Since 2009, have there been any substantial	. 55, 55t Haddyado dapadrig
analyses of the following issues in your country?	
[Learning outcomes of ALE]	Not selected
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.	
curricula and methods	Not selected
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Diversity of providers]	Not selected
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

C.E. Cines 2000 have there have been any substantial	
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?	
[Other issues]	Not selected
6.5.1. Give references and URL link(s).	
6.6. Has your government introduced any	
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	
countries?	
6.6.1. Give details and provide sources and URL	
links if possible.	
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
practitioners? [Health and well-being]	a lot
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	a let
practitioners? [Society and community]	a lot
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	a lot
outcomes	a lot
7.1. Indicate the extent to which your country's	
ALE policy and practice [Recognizes the	
contribution ALE can make to personal health and	
well-being 7.1. Indicate the extent to which your country's	
ALE policy and practice [Follows the World Health	
Organization's holistic approach, including mental	
as well as physical health]	
7.1.1. Explain your response here.	
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.1	Not selected
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Self-	Not selected
reported health]	INUL SCICULCU
7.2. Do you have evidence to show that in your	
country, ALE has a positive impact on: [Maternal	Yes
health] 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]	Yes
ootia. Jonooquonioooj	

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]	Yes
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)]	
(Such as diabetes, fieart disease, Alzheimer 3/)	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through	
community action)]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a	Not selected
positive impact on other aspects of health 7.2. Do you have evidence to show that in your	TWO COLLEGES
country, ALE has a positive impact on: [No	
evidence at all for any aspect]	Not selected
7.2.1. Please provide your sources.	
7.3. For your country, indicate how important the following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Illiteracy]	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:	2
[Household income inequalities] 7.3. For your country, indicate how important the	_
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Poor quality of pedagogy, training materials, staff	do not know
training and capacity 7.3. For your country, indicate how important the	do not know
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Lack of access to information on ALE	
programmes	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: [Poor interdepartmental or inter-sectoral	
collaboration	3
7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	1 = not important
[Community resistance]	1 = not important

7.3. For your country, indicate how important the	
following are as factors influencing the	
effectiveness of ALE for health and well-being:	
[Inadequate or misdirected funding] 7.4. How far do different stakeholders (public	
education agencies, public health agencies,	
NGOs, private providers, etc.) collaborate in the	
design and delivery of ALE programmes in your	
country?	Not much, but to an increasing extent
7.5. Does your country have an interdepartmental	
or cross-sectoral coordinating body for ALE for	
promoting personal health and well-being?	
[Name of a continuation of books]	
[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	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	v.
integration/inclusion]	Yes
8.1. Do you have evidence to show that ALE has a	
positive impact on the following issues? [Diversity	Not coloated
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)]	
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)]	
9.2. To what extent are the following dimensions	
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)]	
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]	

programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] to a large extent to a large extent
country? [Increased access to education, literature. the arts and cultural heritage] 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] 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
literature, the arts and cultural heritage1 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 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
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] 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
programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and
following cultural and social resources in your country? [Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and
country? [Environmental sustainability in local communities] 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and
communities 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and
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
programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and
following cultural and social resources in your country? [Active citizenship and political and
country? [Active citizenship and political and
to a large extent
III A IAIDE EXIEIII
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] 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
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]
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 heritagel 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 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 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?	a lot
[Arts and crafts]	a lot
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]	a lot
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lot
[Ecology and the environment] 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Sports]	a lot
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Dance and theatre]	somewhat
Groups that are the hardest to reach with ALE	Not colocted
programmes? [Refugees]	Not selected
(a) the hardest to reach with ALE programmes	
[Those with no valid residency documents (sans-papiers)]	Not selected
(a) the hardest to reach with ALE programmes	
[Residents of rural or remote areas]	Yes
(a) the hardest to reach with ALE programmes	
[Residents of institutions (prisons, hospitals, etc.)]	
	Yes

Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples	(a) the hardest to reach with ALE programmes	
(a) the hardest to reach with ALE programmes (Migrants (not refugees) and their families) (a) the hardest to reach with ALE programmes (People living with chronic illnesses or disabilities) (a) the hardest to reach with ALE programmes (People living with chronic illnesses or disabilities) (a) the hardest to reach with ALE programmes (Senior citizens (as defined in your country)) (a) the hardest to reach with ALE programmes (Other) (a) the hardest to reach with ALE programmes (Other) (b) groups where ALE programmes have had some success (Refugees) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Rememes of cutural, ethnic, linguistic and religious minority groups and indigenous peoples) (b) groups where ALE programmes have had some success (Migrants (not refugees) and their families (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities 1 (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabi	-	
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families] (a) the hardest to reach with ALE programmes [People living with chronic lilinesses or disabilities] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country.]] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country.]] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country.]] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country.]] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country.]] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country.]] (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.]] (b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] (b) groups where ALE programmes have had some success [Mergants (not refugees) and their families] (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country.] (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country.] ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older your country.] 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 yorkers)] Yes Not selected		
(a) the hardest to reach with ALE programmes (Migrants (not refugees) and their families) (a) the hardest to reach with ALE programmes (People living with chronic illnesses or disabilities) (a) the hardest to reach with ALE programmes (Senior citizens (as defined in your country) (a) the hardest to reach with ALE programmes (Other) (a) the hardest to reach with ALE programmes (Other) (b) groups where ALE programmes have had some success (Refugees) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples) (b) groups where ALE programmes have had some success (Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities 1 (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities of high programmes have had some success (People living with chronic illnesses or disabilities of high programmes have had some success (People living with chronic illnesses or disabilities of high programmes have had some success (People living with chronic	religious minority groups and indigenous peoples]	Not selected
Inligarats (not refugees) and their families] (e) the hardest to reach with ALE programmes (People living with chronic illnesses or disabilities Yes	(a) the hardest to reach with ALE programmes	THOC SCICOLOG
(in) the hardest to reach with ALE programmes [People living with chronic lilnesses or disabilities] (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)] (a) the hardest to reach with ALE programmes [Other] Groups where ALE programmes have had some success [Refugees] (b) groups where ALE programmes have had some success [Residents of rural or remote areas] (b) groups where ALE programmes have had some success [Residents of rural or remote areas] (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.] (b) groups where ALE programmes have had 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 families] (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] (b) groups where ALE programmes have had some success [Senior citizens (as defined in your 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 country, ALE has a positive impact on the following? (Indousive capacity) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Indousive capacity) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Indousiveness in respect of disadvantaged groups (e.g. disabled, older workers)! Yes	-	Not selected
People living with chronic illnesses or disabilities Yes		Not selected
(a) the hardest to reach with ALE programmes Senior citizens (as defined in your country) (a) the hardest to reach with ALE programmes Cither Groups where ALE programmes have had some success Refugees (b) groups where ALE programmes have had some success Residents of rural or remote areas (b) groups where ALE programmes have had some success Residents of rural or remote areas (b) groups where ALE programmes have had some success Residents of institutions (prisons, hospitals, etc.) (b) groups where ALE programmes have had some success Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples (b) groups where ALE programmes have had some success Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples (b) groups where ALE programmes have had some success Residents of institutions Yes (b) groups where ALE programmes have had some success People living with chronic illnesses or disabilities (b) groups where ALE programmes have had some success Senior citizens (as defined in your 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 country, ALE has a positive impact on the following? (Adaptability to change) 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)] Yes	-	
(a) the hardest to reach with ALE programmes (Senior citizens (as defined in your country)) (a) the hardest to reach with ALE programmes (Other) (G) the hardest to reach with ALE programmes (Other) (G) the hardest to reach with ALE programmes (Other) (G) the programmes have had some success (Those with no valid residency documents (sans-papiers)) (b) groups where ALE programmes have had some success (Residents of rural or remote areas) (b) groups where ALE programmes have had some success (Residents of institutions (prisons, hospitals, etc.)) (b) groups where ALE programmes have had 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 families) (b) groups where ALE programmes have had some success (People living with chronic illnesses or disabilities 1 (b) groups where ALE programmes have had some success (Senior citizens (as defined in your country, ALE has a positive impact on the following? (Company/organization success (in terms of profitability, efficiency, quality of service, etc.1) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in your country. ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in your country. ALE has a positive impact on the following? (Innovative capacity) 9.1. Do you have evidence to show that in y	[People living with chronic illnesses or disabilities]	Voo
Senior citizens (as defined in your country)		res
(a) the hardest to reach with ALE programmes [Other] (forups where ALE programmes have had some success [Refugees] (b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)] (b) groups where ALE programmes have had some success [Residents of rural or remote areas] (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)] (b) groups where ALE programmes have had 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 families] (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] (b) groups where ALE programmes have had some success [Senior citzens (as defined in your 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 country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] 9.1. Do you have evidence to show that in your	-	Nethalostad
Other Groups where ALE programmes have had some success [Refugees] Not selected		Not selected
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following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)] Yes	9.1. Do you have evidence to show that in your	
disadvantaged groups (e.g. disabled, older workers)]	country, ALE has a positive impact on the	
workers)] Yes	following? [Inclusiveness in respect of	
workers)] Yes		
		Yes

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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)]	
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]	
0.0. De very have a 11 year for the 1	
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Continuing	
professional and skills development leading to	
recognized certification or qualification]	
9.2.1. Provide sources for the selected options.	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Literacy and	
basic skills]	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	
basic skills]	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	
education and training	
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]	
0.2. How otrongly do ALE notice and a second	
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)	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	
vocational education and training	
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	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Informal	
workplace learning]	

9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Company training]	
9.3. How strongly do ALE policymakers perceive	
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	
learning]	
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	
the effects of the following kinds of ALE provision	
on productivity in your country? [Advanced	
professional education]	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity and employment in your country?	
[Advanced professional education]	
[/tavanosa professional saddadan]	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Distance	
education and e-learning	
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Distance	
education and e-learning	
9.4. Since 2009, have there been any major	
surveys or studies in your country that assess the	
outcomes or results of ALE programmes for	
employment and the labour market?	
9.4.1. Give details and provide references and URL links if possible.	
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