

## Monitoring survey results for United Arab Emirates

UNESCO Region	Arab States
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	جميع ما يمارسه الكبار من أنواع التعلم، التي تتم بشكل نظامي أو غير نظامي أو غير منظم (سواء في سياق التعليم العام أو بالارتباط بالعمل).
1.2. Has the official definition of ALE changed	
since 2009?	Yes, a lot
1.2.1. What were the reasons for this change?	الانتقال الى مفهوم التعليم المستمر
1.3. Are literacy and basic skills a top priority for	V
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.1	agree
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [ALE policy	
addresses learning processes and teacher-learner	agree
relations.] 1.4. Would your country's ALE stakeholders agree	agice
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.]	
define precisely.	disagree
1.4. Would your country's ALE stakeholders agree	
or disagree with the following statements? We are	
not asking for your personal views. [Adult learning	
and adult education are the same thing.]	
	tend to disagree
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
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.]	
· · ·	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as	tend to agree
important.1 1.5. Has your country formulated a CONFINTEA VI	
action plan following the BFA?	Yes
1.5.1. What areas does it cover? [Adult literacy]	Yes
1.5.1. What areas does it cover? [Policy]	Yes
1.5.1. What areas does it cover? [Governance]	Yes
1.5.1. What areas does it cover? [Financing]	Yes
1.5.1. What areas does it cover? [Participation]	Yes
1.5.1. What areas does it cover? [Quality]	Yes
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	الانتقال الى التعليم المستمر ادماج مكونات التنمية المستدامة
this progress here. 2.2. Which target groups of (potential) learners	, 3 6 3 (, 3 -
are especially important in ALE policies in your	
country? Check up to five groups. [Individuals	
seeking personal growth and widening of	
knowledge horizonsl	Yes
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)]	Yes
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)]	Yes

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)]	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 with low-	
level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Workers in low-	
skill, low-wage or precarious positions]	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Long-term	Not selected
unemployed people 2.2. Which target groups of (potential) learners	TWO GOLOGOGO
are especially important in ALE policies in your	
country? Check up to five groups. [Adults living	
with disabilities]	Yes
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	Not selected
parents 2.2. Which target groups of (potential) learners	NOT SCIENCE
are especially important in ALE policies in your	
country? Check up to five groups. [Senior	
citizens/retired people (third-age education)]	Net colocted
2.2 Which torget groups of (notantial) leaves	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]	
	Not selected
2.2. Which target groups of (potential) learners	
are especially important in ALE policies in your	
country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous	
peoples]	Not selected
200,001	

2.3. Does your country have a policy framework to	
recognize, validate and accredit non-formal and	olicy framework existed before 2009
illionna learning:	olicy framework existed before 2009
2.4. Since 2009, has your country enacted any	
important new policies with respect to ALE? Yes	
2.4.1. Provide the name of the policy, the year of	
adoption and if possible a link to the document.	التحول الى التعليم المستمر في العام 2014
2.1 Which of those statements apply to your	2014 يم ١٠٠٠ عني ١٠٠٠
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has	
[increased stakeholder participation ] 3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[developed more effective monitoring and	
evaluation systems ] tend to a	agree
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[introduced better coordination arrangements ]	
agree	
3.1. Which of these statements apply to your	
country? Since 2009, the governance of ALE has	
[become more decentralized ] tend to a	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]	
agree	
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	جلسات العصف الذهني في مختبرات الابداع الحكومي واللجان المشترك
ALE policy.	الهيئات الاستشارية الوطنية
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?	
3.3.1. Give details here. Provide sources and	
hyperlinks (URLs) if possible.	تطبيق برنامج في الرقابة على مراكز تعليم الكبار (moe.gov.ae )
4.1. What percentage of public education	
spending currently goes to ALE? 0.5% – 0	0.9%
4.2. Between 2009 and 2014, public spending on	
ALE as a proportion of public education spending .	
in my country has increase	ed
4.3. Does the government plan to increase or	:
decrease spending on ALL:	increase
4.4. Has your government introduced any	
significant innovation in ALE financing since 2009	
that could be of interest to other countries?	
Yes	
4.4.4.01	. (AD)(ETI) . It gets to the state of growing
4.4.1. Give details and provide references where appropriate and URL link if possible.	عقد اتفاقية مع معهد ابو ظبي للتعليم والتدريب المهني ( ADVETI ) دوز اصافية على الوزارة

5.1. Since 2009 and for the adult population	Decreased
overall, the participation rate (%) in ALE has 5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Participation	
rate (%)]	أقل من 1.%
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference year]	2045
	2015.0
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Reference age	من 9 -45
group] 5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Definition of	
'participation']	التعليم واكتساب مهارات القرائية ومتطلبات سوق العمل
5.1.1. Insert the overall ALE participation rate (%)	
for the most recent year available [Data source	
with URL]	مركز الاحصاء الوطني و نظام ( SIS ) لوزارة التربية والتعليم
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]	
[	Women participate more
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 (%)	
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]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [All those	
seeking recognition for prior learning (especially	
non-formally and informally acquired)]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	
with low-level literacy and basic skills]	decreased
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)]	
onizens/ the retired (Third Age Education)]	no change
	-

5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [The long-	ingrand
term unemployed]	increased
5.3. For each of the following groups, how has	
ALE participation since 2009 changed? [Adults	
living with disability]	increased
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]	decreased
	uecieaseu
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?	Yes
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	تطبيق التعليم المستمر الفني باستثمار مباني المدارس الثانوية الفنية والامكانات
your country published since 2009.	" " '
	المتوفرة فيها
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]	
[continuates of qualifications issued]	Yes
6.1. Does your country systematically collect	
information about the following ALE outcomes?	
[Employment outcomes (or labour market	Yes
outcomes)]	Yes
outcomes)] 6.1. Does your country systematically collect	Yes
outcomes)] 6.1. Does your country systematically collect information about the following ALE outcomes?	Yes
outcomes)] 6.1. Does your country systematically collect	
outcomes)] 6.1. Does your country systematically collect information about the following ALE outcomes?	Yes Not selected
outcomes)] 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-	
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]	
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?	
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	
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, community cohesion] 6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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	Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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?	Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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]	Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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	Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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	Not selected  Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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?	Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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? 6.3. Are initial, pre-service qualifications a	Not selected  Not selected  Yes
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Not selected  Not selected
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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? 6.3. Are initial, pre-service qualifications a	Not selected  Not selected  Yes
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Not selected  Not selected  Yes  Yes, in all cases
outcomes) 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and wellbeing, 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? 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes? 6.4. Are there continuing, in-service education	Not selected  Not selected  Yes

6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Van
[Learning outcomes of ALE]	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Quality criteria for teaching and learning, e.g.	Yes
curricula and methods 6.5. Since 2009, have there been any substantial	ies
analyses of the following issues in your country?	
[Diversity of providers]	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Impact of new technologies on ALE]	Voc
	Yes
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	Yes
[Equity issues in ALE]	165
6.5. Since 2009, have there been any substantial	
analyses of the following issues in your country?	
[Barriers to ALE participation and provision]	Yes
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).	
o.o.i. alve references and one min(s).	نتائج ورقية لبنامج الرقابة على مراكز تعليم الكبار . لا يوجد رابط الكتروني
6.6. Has your government introduced any	
significant innovation regarding the quality of ALE	
since 2009 that could be of interest to other	V
countries?	Yes
6.6.1. Give details and provide sources and URL	تشكيل فرق الرقابة والجودة على مراكز تعليم الكبار
links if possible.	تسكيل قرق الرقابة والجودة على مراكر تعليم الكبار
Since 2009, how much has the knowledge base	
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	a lot
practitioners? [Health and well-being] Since 2009, how much has the knowledge base	4 100
on the benefits of ALE for the following areas	
improved for policymakers, researchers and	
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	
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-being1	3
7.1. Indicate the extent to which your country's	
ALE policy and practice [Follows the World Health	
Organization's holistic approach, including mental	1
as well as physical health]	1
7.1.1. Explain your response here.	انخفاض زواج الاقارب والولادات في في سن متأخر اسهم بانخفاض بعض
	حالات الاعاقة والتخلف العقلي كما ان حصول مدينة الشارقة على جائزة المدن
	الصحية

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.]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Yes
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Yes
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 7.2. Do you have evidence to show that in your	Yes
country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	
7.2. Do you have evidence to show that in your	Yes
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)]	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 positive impact on other aspects of health]	
positive impact on other aspects of nealthj	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Not selected
7.2.1. Please provide your sources.	تقارير التنافسية العالمية التي تقع الدولة فيها على مواقع متقدمة ، وتقارير منظمةة الصحة العالمية ، والحصول على أول جائزة عربية للمدن الصحية
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
[Illiteracy]	T vory 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 quality of pedagogy, training materials, staff training and capacity] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration] 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] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Rommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Rommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Rommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Rommunity resistance] 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Rommunity resistance] 7.3. For your country, indicate how important the following indicate how importan		
Industrial and well-being:   Note that the properties of ALE for health and well-being:   Poor quality of pedagogy, training materials, staff training and capacity    T.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Lack of access to information on ALE programmes! 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Poor interdepartmental or inter-sectoral collaboration! 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! 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Icommunity resistance  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Icommunity resistance  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Icommunity resistance  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Icommunity resistance  7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being:   Icommunity resistance  7.3. For your country, indicate how important the following indicat	7.3. For your country, indicate how important the	
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tolerance] Yes		
tolerancej		Voc
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	8.1.1. Give sources for checked options.	المشاركة في الانتخابات البرلمانية ( المجلس الوطني )اكمال الدر اسات الجامعية
لياوجود العمالة الوافدة من ديانات وجنسيات مختلفة		العلياوجود العمالة الوافدة من ديانات وجنسيات مختلفة

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
	to a rarge extern
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 laws autom
	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
9.2. To what output do literacy and hasis abills	to a large exterit
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	
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following cultural and social resources in your	
country? [Increased access to education,	
literature, the arts and cultural heritagel	to a large extent
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following cultural and social resources in your	
country? [Environmental sustainability in local	
communities1	to a small extent
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country? [Active citizenship and political and	to a lauga autant
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cultural and social resources in your country? [Democratic values and peaceful co-existence]  8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]  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	8.4. To what extent do ALE programmes in	
[Democratic values and peaceful co-existence]  8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]  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	general contribute to strengthening the following	
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	cultural and social resources in your country?	
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	[Democratic values and peaceful co-existence]	to a large extent
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	8.4. To what extent do ALE programmes in	
[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	general contribute to strengthening the following	
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		
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	[None of these – adult learning and education	
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	programmes mostly have other purposes]	
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	8 4 To what extent do ALF programmes in	
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	· -	
[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		
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		
literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with	8.5. How far does the statement below reflect the	
directed towards social and cultural development  - they teach people to read, write and deal with	policy approach in your country? Youth and adult	
- they teach people to read, write and deal with		
- they teach people to read, write and deal with	directed towards social and cultural development	
not at all		not at all
numbers.		nocacan
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	_	somewhat
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	[Cultural rituals and traditional knowledge	
compilinat	systemsl	somewhat

8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	a lat
[Spirituality]	a lot
8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	somewhat
[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?	somewhat
[Sports] 8.6. To what extent do your country's ALE	
programmes include provisions for the	
development of the following cultural resources?	
[Dance and theatre]	somewhat
Groups that are the hardest to reach with ALE	
programmes? [Refugees]	Not selected
(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	Not a dead at
[Residents of rural or remote areas]	Not selected
(a) the hardest to reach with ALE programmes	
[Residents of institutions (prisons, hospitals, etc.)]	Net calcated
	Not selected
(a) the hardest to reach with ALE programmes	
[Members of cultural, ethnic, linguistic and	
religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes	Not selected
[Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes	
[People living with chronic illnesses or disabilities]	
[. cop.cg cc	Not selected
(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	
success [Refugees]	Not selected
(b) groups where ALE programmes have had	
some success [Those with no valid residency	Not colocted
documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had	
some success [Residents of rural or remote areas]	Not selected
(b) groups where ALE programmes have had	1100 3010000
(b) groups where ALE programmes have had	
some success [Residents of institutions (prisons,	Yes
hospitals, etc.)] (b) groups where ALE programmes have had	
some success [Members of cultural, ethnic,	
linguistic and religious minority groups and	
indigenous peoples	Not selected
(b) groups where ALE programmes have had	
some success [Migrants (not refugees) and their	
families]	Not selected
-	

(b) groups where ALE programmes have had	
some success [People living with chronic illnesses	
or disabilities ]	Yes
(b) groups where ALE programmes have had	
some success [Senior citizens (as defined in your	
country)]	Yes
(b) groups where ALE programmes have had	
some success [Other]	
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	
following? [Company/organization success (in	
terms of profitability, efficiency, quality of service,	V
etc.)]	Yes
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	Not selected
following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your	
country, ALE has a positive impact on the	Yes
following? [Adaptability to change]	100
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	Yes
workers)]	163
9.1.1. Provide sources for the selected options.	اعضاء مجالس كبرى الشكات اليوم من خريجي برامج تعليم الكبار
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? [Performance	
in current job (individual productivity, quality of	
work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Career	2
prospects]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Employee	D
salary levels]	Both
9.2. Do you have evidence for the impact of ALE	
on the following individual issues? [Job	
satisfaction, motivation and commitment to work]	Doth
0.0 D	Both
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]	Both
9.2.1. Provide sources for the selected options.	تقرير مؤشر السعادة للدولة
0.2 How otrongly do ALE notice/makers norseits	تقریر موسر استعاده بندویه
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision on productivity in your country? [Literacy and	
	Strong
basic skills]	5

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision	
on employment in your country? [Literacy and	
basic skills]	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Initial vocational	Madad
education and training	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Initial vocational	
education and training] [Scale 2]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Continuing	Madaat
vocational education and training  9.3. How strongly do ALE policymakers perceive	Modest
the effects of the following kinds of ALE provision	
on employment in your country? [Continuing	
vocational education and training]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Informal	Modest
workplace learning 9.3. How strongly do ALE policymakers perceive	Wodest
the effects of the following kinds of ALE provision	
on employment in your country? [Informal	
workplace learning]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Company training]	
	Strong
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Company	Strong
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	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on employment in your country? [Self-directed	Modest
learning]	INIOUESL
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision on productivity in your country? [Advanced	
professional education]	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity and employment in your country?	
[Advanced professional education]	
	Modest
9.3. How strongly do ALE policymakers perceive	
the effects of the following kinds of ALE provision	
on productivity in your country? [Distance	Modest
education and e-learning	modoct

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