3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Monitoring survey results for Phillippines

UNESCO Region	East Asia and the Pacific
1.1. Does your country have an official definition of ALE?	Yes
1.1.1. Enter the official definition of ALE here:	It is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS (Alternative Learning System) is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills. It is intended for out-of-school children, youth and adults who need basic and functional literacy skills, knowledge and values.
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, Paragraph (1) declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.The Governance of Basic Education Act (Republic Act No. 9155) stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education.
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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	agree

1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	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 and continuing vocational education and training are not integrated.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	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.]	agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	No
1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your 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.	In 2014, around 1.9 Million Out of School Youth and Adults were mapped through the Abot-Alam Program and will be given educational intervention.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	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)]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	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]	Yes
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy 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.	Republic Act No. 10533 - Enhanced Basic Education Act of 2013Republic Act No. 10618 - Rural Farm Schools Act, 2014Republic Act No. 10650 - Open High School Act, 2015Republic Act No. 9155 - Governance of Basic Education Act of 2001
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation]	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]	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]	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?	Yes

3.2.1. Describe how the government consults on ALE policy.	There are several platforms used in consulting civil society and other stakeholders in the formulation, implementation of ALE policies:1. National EFA Committee: a policy making body of basic education chaired by the secretary of education and co-chaired by a civil society official. All agencies that have educational interventions are members2. Philippine Development Forum - a body consisting of development partners3. Literacy Coordinating Council - a policy making body of the country's literacy policy where selected agencies and organizations are members.4. Social Development Committee (SDC) chaired by the National Economic and Development Authority5. Human Development and Poverty Reduction Cluster (HDPRC) - a cabinet cluster for social development
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.	1. Accreditation and Equivalency (A&E) - is a Non-Formal Education Program that provides a certification of learning and aimed at providing an alternative pathway of learning for out-of-school youth and adults who are basically literate but who have not completed the 10 years of basic education mandated by the Philippine constitution. Through this program, school dropouts are able to complete elementary and secondary education outside the formal school system.2. Integration of ALE database into the Enhanced Basic Education Information system achieving a single online database for all kinds of learners in the country.
4.1. What percentage of public education spending currently goes to ALE?	0.5% – 0.9%
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	increased
4.3. Does the government plan to increase or decrease spending on ALE?	Plans to increase
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	Yes
4.4.1. Give details and provide references where appropriate and URL link if possible.	1. Bottom-Up Budgeting (BUB) - grassroots participatory budgeting where local government units and civil society organisations are allowed to proposed programs and activities based on their needs2. Alternative Learning System (ALS) Unified contracting Scheme)- The Bureau of Alternative Learning System (BALS) implements two major Non-formal Education programs namely, the Basic Literacy Program (BLP) and the Accreditation and Equivalency (A&E) Program. The Balik-Paaralan para sa Out-of-School Adults (BPOSA), a school-based Accreditation and Equivalency Program for secondary and elementary levels is also covered in this scheme. These programs are delivered through a contracting scheme with qualified education service providers with the use of government funds for field operations.
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Do not know – this information is not available

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	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]	Equal participation
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Equal participation
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	do not know
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]	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]	increased
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	increased

5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	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?	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 your country published since 2009.	Accreditation and Equivalency (A&E) Program is a program aimed at providing an alternative pathway of learning for out-of-school youth and adults who are basically literate but who have not completed the 10 years of basic education mandated by the Philippine constitution. Through this program, school dropouts are able to complete elementary and secondary education outside the formal school system. It uses radio-based instruction, computer-based instruction, tv-based modalities of learning.
6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	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]	Not selected
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 in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in all cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, but inadequate capacity

6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Yes
6.5. Since 2009, have there been any substantial 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]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	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).	ALS Impact Evaluation conducted by World Bank and DepEd (on-going)
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes
6.6.1. Give details and provide sources and URL links if possible.	1. Revision of ALS Modules and other learning materials2. Alighment of ALS curriculum with the K to 12 Curriculum3. Strengthening of M&E system for ALS4. Implementation of Different Modalities of the Accreditation and Equivalency (A&E) Program
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 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-being]	5 = a great deal
7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	4

7.1.1. Explain your response here.	Health and Well-Being Issues are integrated in all ALS programs as well as in learning materials and in the teaching-learning strategies.Some of the following health issues have specific learning materials: HIV/AIDS, Adolescent Reproductive Health (ARH), Blood Donation, Proper Nutrition, Addictive and Dangerous Drugs, etc.
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]	Yes
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)]	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]	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.	Department of EducationDepartment of HealthDepartment of Social Welfare and DevelopmentDepartment of the Interior and Local Government

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: [Household income inequalities]	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 quality of pedagogy, training materials, staff training and capacity]	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: [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]	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: [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]	4 = very important
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?	Yes
[Name of coordinating body:]	Health and Nutrition Center
[Briefly describe its mandate and activities:]	It is mandated to standardize the operations of the health and nutrition programs and projects,, harmonize the health and nutrition activities in the schools, and ensure its continuous and effective implementation through the utilization of the revised School Health and Nutrition Service.
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 integration/inclusion]	Yes

8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Yes
8.1.1. Give sources for checked options.	1. Increased ownership of the program of local governments by providing funding for program expansion in the community2. Increased participation3. Employment4. Social participation
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a large extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature. the arts and cultural heritage]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a large extent

8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	
8.3.1. Please specify	ALS Learners participate actively in recruiting out-of-school members of the community to participate in the ALE programs, community projects for environmental protection as well as in exercising their right to vote.
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a large extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a 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 numbers.	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [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? [Ecology and the environment]	a lot
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	somewhat
Groups that are the hardest to reach with ALE programmes? [Refugees]	Yes
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	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.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Not selected
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities]	Yes
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected
(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Yes
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Not selected
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Yes

(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(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]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Not selected
(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, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Yes
9.1.1. Provide sources for the selected options.	1. ALS learners and implementers success stories documented in Coffee table book.2. video documentation of Most Oustanding ALS Implementers3. Randy Halasan Story - Magsaysay Awardee
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 prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee 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]	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.	1. ALS learners and implementers success stories documented in Coffee table book.2. video documentation of Most Oustanding ALS Implementers3. Randy Halasan Story - Magsaysay Awardee4.ALS Impact Study conducted by Worldbank and DepED (on-going)
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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong
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]	Strong
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]	Strong
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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	Strong
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]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Modest

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Modest
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	Strong
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?	Yes
9.4.1. Give details and provide references and URL links if possible.	ALS Impact Study conducted by Worldbank and DepED (on-going)