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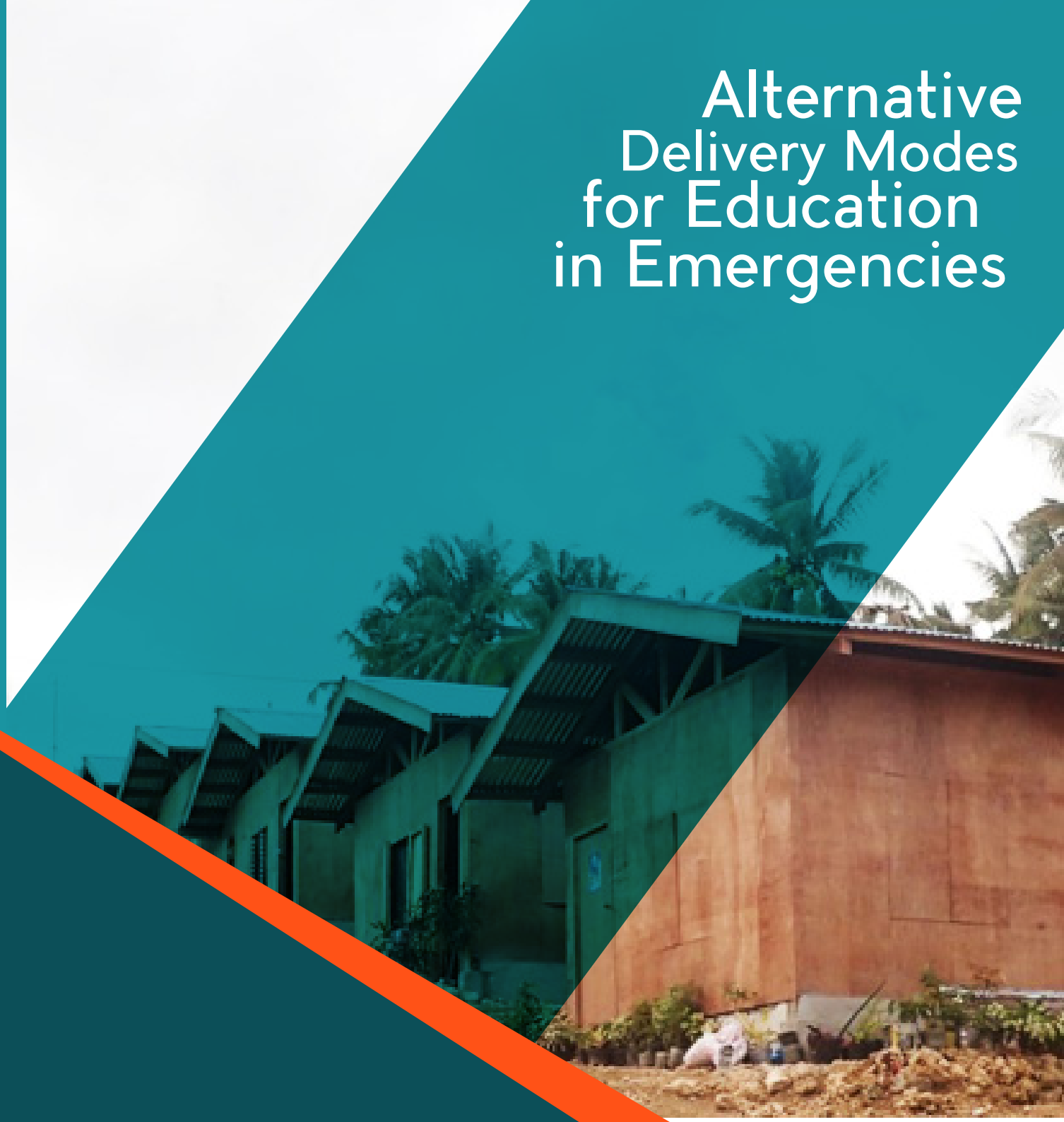
**Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation and Technology**

Commonwealth Avenue,
Diliman, Quezon City, Philippines
(+632) 924-7681 to 84
info@seameo-innotech.org
www.seameo-innotech.org



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Alternative Delivery Modes for Education in Emergencies



Background:

The Philippine Department of Education currently recognizes several Alternative Delivery Modalities (ADM), also known as Flexible Learning Strategies (FLS), to provide education to students for whom the traditional mode of delivery is not possible, available, or effective. Some examples of Alternative Delivery Modalities in the Philippine education system are IMPACT (Instructional Management by Parents, Community and Teachers), MISOSA (Modified In-School Off-School Approach), OHSP (Open High School Program), among others.

ADM/FLS are implemented in response to a variety of challenges, such as overcrowding, teacher shortages, lack of instructional materials, and remoteness/ inaccessibility of schools. In the aftermath of a calamity, communities may suffer any and all of the above, which points to the potential of ADMs to sustain education in emergency contexts. Indeed, teachers are often forced to innovate the way they organize learning after a calamity, even if they are not formally trained in using a particular Alternative Delivery Mode.



Project Aims:

This project explores the potential of Alternative Delivery Modes as mechanisms to sustain education in emergencies and during the recovery period. Specifically, the project aims to:

- Identify ADMs/FLS programs and implementers in the Philippines, both elementary and secondary levels;
- Identify divisions and schools in select regions that have experienced major disruptions due to natural or manmade calamities.
- Collect and share the experiences of education stakeholders in these disaster-affected areas, with special interest of those who have implemented ADMs (officially or unofficially);
- Identify the strengths and weaknesses of various ADMs/FLS during emergencies and in the post-disaster recovery phase, as compared to the “business-as-usual” school system;
- Discover and describe innovative efforts to sustain instruction/learning in the areas of study;
- Prepare a guide booklet containing instructions, recommendations, and examples on the use of ADMs/FLS in disaster-affected areas, and how they may complement existing education-in-emergency interventions.



The ADM-EIE guidebook will be a useful and timely resource for educators and education coordinators. While primers already exist for the ADMs that the Department of Education endorses, the new guidebook will provide specific directions on how to implement such ADMs in the context of emergencies.



Activities conducted:

The project has identified a variety of Alternative Delivery Modes being implemented in the Philippines, and compiled a list of schools that implement the main ones. With the help of the Department of Education’s Disaster Risk Reduction and Management Service, a hazard profile was obtained for these schools to know what and how many kinds of calamities they have experienced in the last five years. Seventeen schools were eventually selected—in the National Capital Region, Bohol, Eastern Visayas, Bicol, and Zamboanga City—for the focus of data gathering. Some are ADM implementers, others are former ADM implementers, and some have never implemented ADMs; all, however, have been affected by calamities. The project team visited these schools and conducted focus group discussions with principals, supervisors, teachers, students, and parents about the challenges of teaching/learning in emergency situations, and interventions that they undertook to sustain learning during the recovery phase.

Upcoming activities:

A workshop will be held in December 2016 involving teachers, principals, and supervisors who have had direct experience with implementing Alternative Delivery Modes in emergency contexts. The workshop participants will brainstorm and produce a range of tips, strategies, and tools that will be featured in the planned guidebook.