

PRESS RELEASE
DepEd widens learners' access to quality education through Alternative Delivery Mode

PASIG CITY, March 14, 2017 – To widen the access of marginalized and disadvantaged learners to quality basic education, the Department of Education (DepEd) implemented the Alternative Delivery Modes (ADMs) in the formal education system in both elementary and secondary levels.

The ADMs primarily aims to address the problem on classroom congestion and other situations and circumstances, which prevent children from going to and staying in school.

DepEd anchored the implementation of ADMs on the following principles: 1) Basic education is free and shall be accessible to all; 2) Education is a right of every individual; 3) Education is inclusive and not discriminating; and 4) Stakeholder participation is integral to total child development.

Some of the ADMs implemented by DepEd are Modified In-School/Off-School Approach (MISOSA) and Instructional Management by Parents, Community and Teachers (IMPACT) at the elementary level, and Open High School Program (OHSP) at the secondary level.

In School Year (SY) 2015-2016, DepEd has recorded a total of 29,454 enrollees in ADMs—6,013 of whom are at the elementary level and 23,441 at the secondary level.

MISOSA

This alternative modality was developed to address the problems of seasonal absentee learners and congested classrooms in schools.

Classes under MISOSA are divided into two groups—the in-school group and the off-school group wherein the in-school group learns in a typical classroom set-up, while the off-school group is given the flexibility to learn and do activities independently or with a learning facilitator. Then, the in-school group will exchange with and experience the learning intervention of those in the off-school group, and vice versa.

Moreover, both groups will report to school at the same time for enrichment and assessment of learning.

The off-school group utilizes Self-Instructional Modules, while those inside the classroom use the Learner's Materials and textbooks provided by the Department.

IMPACT

It is a technology-enhanced ADM, which aims to address both access and quality education issues. This enables schools to deliver elementary education despite the lack of teachers, classrooms, and other concerns.

The IMPACT system uses a peer-led approach to enhance learners' skills and capacitate them with relevant lessons to reach their fullest potential. This is a system in which the parents, community, and even the students themselves collaborate and cooperate with the school toward an accessible and quality education.

It utilizes Peer Group Learning for Grades 4 to 6, where learners are divided into small "families" and a student leader from each family leads the group in answering the modules.

Another approach is the Programmed Teaching where a trained Programmed Teacher handles a class, with the supervision of the class adviser. Programmed Teachers are Grade 4, 5 and 6 learners handling Grades 1, 2 and 3 classes, respectively. Materials for each activity under this program are prepared by the class advisers.

Moreover, this alternative modality also utilizes Individual Study for independent learners.

Learners have access to various modules and other instructional materials to guide them in this learning intervention.

OHSP

The OHSP utilizes distance learning as a way for teenagers, especially those who are differently abled or those with financial difficulties, to still catch up with their lessons. It is a part of the DepEd's Drop Out Reduction Program (DORP), which aims to address the needs of students at risk of dropping out.

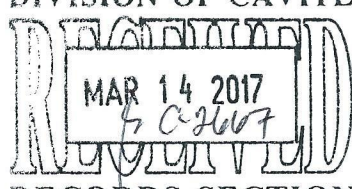
This program offers independent, self-paced and flexible study programs using self-instructional materials. OHSP learners are supported by tutors whom they meet occasionally.

Most subjects can be learned off-school except for hands-on subjects like Physical Education and laboratory classes, which shall be held in school.

Furthermore, DepEd also supports other local initiatives or efforts to widen and improve learners' access to basic education, aside from the three introduced alternative modalities. This will better address the access to basic education problems per region, division, or school.

These efforts are pursuant to the DepEd Order No. 54, series of 2012 or the Policy Guidelines on the Implementation of Alternative Delivery Modes (ADMs), which is available at <http://www.deped.gov.ph/orders/do-54-s-2012>.

END

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