

CHALLENGES IN IMPLEMENTING ALTERNATIVE DELIVERY MODES IN EDUCATION

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Alternative delivery modes describe flexible learning provisions for students who cannot attend traditional classroom instruction. Such hurdles include a lack of resources, deficiency in teacher training, change resistance, and difficulty in tracking students' progress - although managing accessibility, equity, and individual learning requirements; one has to acknowledge that ADMs have been faced with serious challenges in their efforts to accomplish the same. Other barriers causing effective learning outcome restrictions stem from infrastructural limitations and varying levels of student participation. Addressing these would include careful planning, building capacity, and effective and continuous support for improved use of alternative delivery modes in their education.

Many educators have discussed alternative delivery methods in education, stating that advantages and disadvantages exist. Alternative learning exists within the relationship between the learner-student and the environment, including socio-economic, geographic, and personal contexts where one meets hindrances in accessing education through formal means. Nonetheless, many obstacles hinder the choice of alternative delivery modes. Into and Gempes (2018) researched the barriers to alternative delivery modes for education, particularly for marginalized communities. Their findings indicated that inadequate resources, lack of teacher training, and poor community support were some of the barriers that were critical to the successful application of alternative learning programs. Such issues can reportedly be dealt with by implementing targeted

interventions, like capacity-building initiatives or providing greater stakeholder involvement.

Besonia and Magnate (2022) studied technology and its perceived relevance to certain alternative delivery modes (ADM) alongside the potential hindrances that could be posed by integrating digital tools into frameworks flexible enough for learning. Although the research findings assert that the available technology has widened access and offered opportunities for learner engagement, lack of adequate digital infrastructure, unstable internet connectivity, and lack of digital literacy have surfaced as pressing challenges beneficiary to many learners and educators. Hence, the authors propose enhanced technological support and mentorship to bridge the digital divide.

Tawanda et al. (2021) discuss different sociocultural challenges and economic hurdles to effectively implementing ADMs in other learning settings. The researchers identified major obstacles to the non-conventional learning approach, financial constraints, and policy inadequacy. They argued that ADMs will continue to be poorly implemented without good government support, a clear perception of policy issues, and sustainable mechanisms for funding the long-term benefits of programming.

Specific challenges in using Alternative Delivery Modes (ADM) require implementing strategic interventions, such as policy reforms, teacher training and investment in technology and infrastructure. The policies managing the ADMs must be in place and long-standing so that these public interventions can be trusted. Thus teachers must be digitally and pedagogically empowered for better instruction through internet access, digital tools, and digital literacy in overcoming the tech gap. Collaboration among policy, trainers, and stakeholders must be effectively invested in making ADMs integrate wisely. Demanding attention will be the biggest barrier to ADMs, an increasingly inclusive, effective, and meaningful solution in providing equal learning access to students with educational constraints.

References:

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