



EXTENT OF IMPLEMENTATION OF ALTERNATIVE DELIVERY MODE (ADM) AND ACADEMIC PERFORMANCE OF KEY STAGE 1 LEARNERS OF TAFT DISTRICT

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ABSTRACT

This study examined the implementation of Alternative Delivery Mode (ADM) through modular print and its impact on the academic performance of Key Stage 1 learners in the Taft District during class suspensions caused by calamities. In response to educational disruptions, the Department of Education (DepEd) introduced the Basic Education Learning Continuity Plan (BE-LCP), with modular print selected as the primary learning modality due to its accessibility, particularly in areas with limited connectivity. Survey data from Key Stage 1 teachers indicated that the extent of ADM via modular print implementation was moderately evident, with a mean score of 3.62. Learners displayed satisfactory academic performance during the first grading period, with most students in Grades 1 to 3 showing progress, rated as "developing" or "very satisfactory." However, statistical analysis revealed no significant relationship between school demographic profiles and academic performance, nor between the extent of modular print implementation and academic outcomes. These findings suggest that while modular print provided a means to continue education, other factors such as teaching quality, student engagement, and home support likely played a more significant role in influencing academic success. Based on these findings, the study recommends conducting face-to-face surveys for more accurate data collection and expanding the research to include all educational levels within the district to better assess the broader effectiveness of modular print as an educational modality in the Taft District.

KEYWORDS: Modular Print, Academic Performance, Alternative Delivery Mode (ADM)

INTRODUCTION

Background of the Study

Education is essential for the intellectual and social development of learners, even amid challenges like natural disasters. In areas like Taft District, Eastern Samar, which is frequently affected by calamities, the Department of Education (DepEd) has implemented the Alternative Delivery Mode (ADM) to ensure learning continuity. ADM offers flexible learning options when traditional face-to-face classes are disrupted, addressing

barriers to education and promoting inclusivity and quality, as outlined in DepEd Order No. 21, s. 2019.

In disaster-prone regions such as Eastern Samar, frequent calamities lead to prolonged class suspensions, heightening the risk of learning loss. ADM, through modular instruction and blended learning, helps mitigate these challenges, ensuring education continues despite interruptions. Research highlights ADM's role in adapting pedagogical approaches to address resource and infrastructure limitations during emergencies



(Alipio et al., 2022). Moreover, ADM aligns with global educational strategies focused on resilience and adaptability, as recommended by UNESCO (2023).

This study examined the extent of ADM implementation in Taft District and its correlation with the academic performance of Key Stage 1 learners. It aimed to evaluate whether ADM effectively supports academic growth despite disruptions, offering insights for improving educational practices and policy. In line with the Sustainable Development Goal (SDG) 4 on quality education, this study underscores the need to build robust educational systems capable of overcoming environmental challenges. Understanding the extent of ADM implementation and its impact on academic performance not only informs local educational practices but also contributes to the broader discourse on educational resilience in disaster-prone regions.

Driven by the current challenges, this study will be conducted to explore the extent of implementation of Alternative Delivery Mode (ADM) at Taft District. Furthermore, it attempts to investigate the school's profile as it implements such program and its implication to the academic performance of learners at Taft District.

Objectives of the Study

The study aimed to explore the extent of implementation of implementation of Alternative Delivery Mode (ADM) at Taft District and learners' academic performance of K stage 1 learners of Taft District which as basis for crafting a contextualized learning continuity plan.

Specifically, the following were the objectives of this study:

1. To determine the demographic profile of schools implementing Alternative Delivery Mode (ADM) in terms of the following:
 - 1.1 Category
 - 1.2 Location of Schools
 - 1.3 Availability of School resources
2. To determine the extent of implementation of Alternative Delivery Mode (ADM) at Taft District during the course of class suspensions in terms of the following:
 - 2.1 Teacher Support
 - 2.2 Authentic learning
 - 2.3 Pupil autonomy
3. To assess the academic performance of K stage 1 learners of Taft District during the implementation of Alternative Delivery Mode (ADM) at Taft District during the course of class suspensions.
4. To identify if significant relationship exists between the extent of implementation of Alternative Delivery Mode (ADM) on the profile of schools and the academic performance of K stage 1 learners of Taft District
5. To identify if there is significant relationship between the extent of implementation Alternative Delivery Mode (ADM) and the academic performance of K stage 1 learners of Taft District

METHODOLOGY

Research Design

This research utilized a descriptive-correlational research design. An adopted survey questionnaire called Distance Education Learning Environment Survey (DELES), borrowed from the study of Walker et.al in 2015, was used to gather the information on the extent of implementation of ADM particularly distance learning of Taft during class suspensions due to calamities and emergencies. The extent as to the implementation of ADM was correlated to the academic achievement of learners of Taft District for the First Grading which was extracted as secondary data from M&E from the different schools of the Taft District.

Locale of the Study

This research was conducted at Taft District during the Second Grading Period of SY 2024-2025. Taft District is among the 27 districts of Schools Division of Eastern Samar that shifts to ADM particularly distance learning during natural calamities and disasters per DepEd Order No. 37 series of 2022. Taft District is located at the northern part of Eastern Samar with 18 elementary schools and two secondary schools servicing 2,702 learners. Specifically, Modular distance learning is the modality that is adapted in the ADM by all schools in the district based on the BE-LCP of schools in the district.

Respondents of the Study

This study employed complete enumeration as a sampling technique in this study wherein all Key Stage 1 teachers were involved in the district. Complete enumeration was deemed appropriate considering the relatively small number of targeted populations. In the district, there are 19 Schools with Key Stage 1 implementation with 57 teachers teaching Key Stage 1.

Research Instruments

The instrument used in this study was the Distance Education Learning Environment Survey (DELES), an adopted survey material from the study of Walker et.al in 2015 which was aimed to develop and validate the learning environment instrument designed to aid investigators and practitioners in measuring and researching the learning environment in distance education. The questionnaire was a two-part self-report questionnaire intended teachers to assess their implementation of ADM via modular print amidst class suspensions due to disasters or calamities. First part of the material collected the profile of the school (Category, location, and availability of resources). Second part of the material gathered information on the extent of ADM particularly modular print implementation as learning modality of the district.

Data Gathering

This study started on the last week of November 2024. All Key Stage 1 teachers of Taft District were made to answer the survey online via Google Form. Prior to the fielding of the survey questionnaire, approval from the research panel was secured, then, permit was solicited from the District Principal In-Charge through communication letters stating the request to conduct the online survey and the promise to adhere to the confidentiality protocols. After all targeted participants have responded to the online survey form, the researchers disabled the 'collecting responses' feature of the Google Form to



maintain the integrity of the data. The responses were then downloaded as an MS Excel file, ready for interpretation and analysis.

Analysis of Data

For the translation of data into meaningful information, both descriptive and inferential statistics was used in the analysis of gathered data. Descriptive statistics was employed to discuss the extent of implementation of ADM via Distance Learning in Taft District. The study used frequency counts on the descriptive part. To identify whether significant relationship exists between the two variables Pearson r, inferential statistics was used. The inferential aspect of analysis used several tools to explore difference of variables under investigation. All tests were performed at 0.05 level of significance and 95% confidence interval.

Ethical Considerations

This study followed the appropriate research ethics guidelines. Consent from the respondents were provided, and permit was ensured when using their given data. The participants were assured that these data was kept confidential and cannot be used in any legal actions against them.

RESULTS

Demographic profile of Schools Implementing Modular Print

Based on the conducted survey, data on demographic profiles presents a wide range on the demographics of the schools in Taft District that are implementing ADM via modular print. As seen on Table 1, Schools of Taft District have a wide range of characteristics on the parameters measured. For School Category, there are 57.89% (11 of 19) schools are offering monograde and 42.11%(8 out of 19) schools are multigrade in nature. As to the school location, most schools are situated along the high way(63.16% or 12 out of 19) and no school was recorded to be near the coastline and on top of a mountain. These above mentioned locations also has relation to the accessibility of household which points out based on the data collected that household were mostly highly accessible. Most schools are moderately financially able (57.89%) and no school is reported to be financially able in the implementation of distance learning. Also, resources used in distance learning among schools are moderately sufficient (73.68% or 14 out of 19).

Table 1. Demographic profile of schools implementing modular print

Category	Frequency (n=19)	Percent
Monograde	11	57.89%
Multigrade	8	42.11%
Location of School		
Along the highway	12	63.16%
Near the coastline	0	0%
Near a river or waterway	3	15.79%
By the hillside	4	21.05%
On top of a mountain		
Availability of School Resources		
	Frequency (n=19)	
Highly sufficient	0	0%
Moderately sufficient	11	57.89%
Less sufficient	7	36.84%
Not sufficient	1	5.26%

On Extent of Implementation of ADM at Taft District

The survey data revealed that the Taft District attained an overall mean score of 3.62, indicating that the extent of ADM (Alternative Delivery Mode) through modular print implementation was moderately evident. This suggests that, despite the challenges brought about by the pandemic, the use of modular print materials was implemented to a considerable degree, allowing for continued learning opportunities. The parameters used to measure the extent of this implementation—teacher support, authentic learning, and pupil autonomy—serve as key indicators of how effectively modular print materials were utilized within the district.

Among these parameters, teacher support emerged as a significant contributing factor to the success of modular print

implementation. As highlighted in Table 2.1, teacher support received a weighted mean score of 4.16, which is interpreted as Highly Evident. This indicates that teachers in the Taft District demonstrated a strong commitment to facilitating learning, even amidst the challenges posed by the pandemic. High levels of teacher support likely involved consistent guidance, clarification of content, feedback provision, and ensuring that learning materials were accessible and understood by students. Such support is particularly crucial in modular print implementation, where students engage in self-paced, independent learning and often rely on their teachers for reinforcement and intervention when difficulties arise.



Table 2.1 Extent of implementation of ADM in Taft District in times of class suspensions due to calamity in terms of Teacher Support

Statement	Mean	Interpretation
If there is an inquiry, the teacher finds time to respond.	4.4	Highly evident
The teacher helps identify problem areas in my study.	4.2	Highly evident
The teacher responds promptly to the questions.	4.0	Highly evident
The teacher gives valuable feedback on my assignment.	4.4	Highly evident
The teacher adequately addresses the questions	4.0	Moderately evident
It is easy to contact the teacher if ever that there are queries on the modular print	4.1	Highly evident
The teacher provides a positive and negative feedback on the pupils work.	4.0	Highly evident
Average	4.16	Highly evident

Despite the challenges encountered in the learning process, evidence of authentic learning was still apparent in the implementation of modular print, as reflected in Table 2.2,

which reports an average mean score of 3.29, interpreted as Moderately Evident.

Table 2.2 Extent of implementation of ADM in Taft District in times of class suspensions due to calamity in terms of Authentic Learning

Statement	Mean	Interpretation
The pupils study real cases related to the class.	3.5	Moderately Evident
The pupils use real facts in class activities	3.0	Moderately Evident
The pupils work on assignments that deal with real-world information	3.1	Moderately Evident
The pupils work with real example.	3.5	Moderately Evident
The pupils enter the real world of the topic of study.	3.2	Moderately Evident
The pupils work with real activities that I face everyday	3.4	Moderately Evident
The pupils deal with examples that I come across with	3.3	Moderately Evident
Average	3.29	Moderately Evident

The survey conducted among Key Stage 1 teachers in the Taft District regarding the extent of ADM (Alternative Delivery Mode) through modular print implementation, particularly in relation to student autonomy, revealed a mean score of 3.36, interpreted as moderately evident. This finding suggests that, while students demonstrated some level of independence in managing their learning tasks, there were still areas where

further support and improvement may be needed to fully develop autonomous learning behaviors. The moderately evident score of 3.36 implies that while some students were able to exhibit these skills, others may have struggled with the demands of independent learning, particularly younger learners who may require more direct guidance and scaffolding.

Table 2.3 Extent of implementation of ADM in Taft District in times of class suspensions due to calamity in terms of Pupil Autonomy

Statement	Mean	Interpretation
The pupils explore their own strategy for learning.	3.5	Moderately Evident
The pupils seek their own answer.	3.1	Moderately Evident
The pupils make decisions about my learning.	3.0	Moderately Evident
The pupils work during times that find convenient.	3.7	Moderately Evident
The pupils are in control of their learning	3.2	Moderately Evident
The pupils play an important role in their learning.	3.2	Moderately Evident
The pupils approach learning in their own way.	3.8	Moderately Evident
Average	3.36	Moderately Evident

Academic Performance of Key Stage 1 Learners of Taft District

Academic performance as an indicator of quality of education can be evaluated based on the grades on the performance of learners. For this particular variable in this study, a secondary data collected from the Taft District M&E Office was collected. Based on Table 3.1, it can be summarized that as to the Stage 1

Learners, or learners belonging to Grades 1, 2 and 3, 55.07% had a grade of Very Satisfactory, 30.74% were Outstanding, 12.84% were Satisfactory and 1.35% were Fairly Satisfactory. This data on Table 3.2 revealed that Key Stage 1 learners were doing well in relation to the extent on how ADM via modular print was implemented in Taft District.



Table 3.2 Academic performance of stage 1 learners of Taft District during the implementation of modular print as learning modality

Academic Performance	Frequency (n=284)	Percent
Outstanding (90-100)	91	30.74
Very satisfactory (85-89)	163	55.07
Satisfactory (80-84)	38	12.84
Fairly Satisfactory (75-79)	4	1.35
Did not Meet Expectation	0	0

Relationship between the profile of schools and academic performance

To determine whether the demographic profiles of schools are related to the academic performance of learners in the Taft District, a correlation test was conducted at a 0.05 level of

significance. As shown in Table 4, the results indicate that there is no significant relationship between the schools' demographic profiles and learners' academic performance. Consequently, the null hypothesis of the study is accepted.

Table 4 Test of relationship between the profile of schools and the academic performance of pupils

Profile of Schools	Academic performance	p-value	decision	interpretation
Category	Academic performance	0.299	Accept H ₀	Not significant
Location of school		0.230	Accept H ₀	Not significant
Accessibility of households		0.617	Accept H ₀	Not significant
Financial ability		0.713	Accept H ₀	Not significant
Availability of facilities		0.711	Accept H ₀	Not significant

$\alpha = 0.05$ level of significance

The findings of this study, as presented in Table 4, challenge the conclusions of Smith and Naylor (2001), who asserted that there is a notable overlap between school type and school performance. According to their study, larger schools with sufficient resources tend to achieve higher academic performance. This suggests that school characteristics, such as size and resource availability, play a critical role in influencing student outcomes. However, the relationship between school type and academic performance appears to be inconsistent across studies, as variations in methodologies, contexts, and sample populations can produce differing results.

In contrast, the results of this study align with the findings of Heath (2009), who argued that the average academic performance of students within a school does not consistently influence the overall school setting. This perspective supports the idea that school-level factors, while important, may not always have a direct or uniform impact on individual student achievement. Instead, other variables such as teaching quality, home environment, or student motivation could mediate this relationship, thereby reducing the direct effect of school type or size on academic outcomes.

The broader literature reflects a lack of consensus regarding the direction and significance of the relationship between school performance and academic attainment. For instance, Smith and Naylor (2001) acknowledged the ambiguity in determining

whether school characteristics positively or negatively influence academic outcomes, while Hoare and Johnson (2010) questioned whether school performance has any significant effect at all. This ongoing debate highlights the complexity of factors influencing academic achievement and underscores the need for further research to clarify the mechanisms at play.

The results of this study contribute to this discourse by demonstrating that, at least within the Taft District, no significant relationship exists between school demographic profiles and academic performance. This finding suggests that demographic factors, such as school type or resource levels, may not be the sole determinants of academic success and that attention should also be directed toward other variables, such as instructional quality, student support systems, and parental involvement.

Relation between the extent of ADM implementation and academic performance

As to the test for relationship between extent of ADM implementation and academic performance of learners in Taft District in the implementation of modular print during class suspensions due to calamities tested at 0.05 level of significance, it can be gleaned from Table 5 that all indicators showed no significant relationship.

Table 5 Test of relationship between the extent of implementation and the academic performance of pupils

Extent of Implementation	Academic performance	p-Value	Decision	Interpretation
Teacher Support	Academic performance	0.493	Accept H ₀	Not significant
Authentic Learning		0.067	Accept H ₀	Not significant
Pupil Autonomy		0.204	Accept H ₀	Not significant



These findings align with existing studies that highlight the complexity of factors influencing academic performance during disruptions to traditional learning. For instance, Bernardo et al. (2020) emphasize that while alternative learning delivery methods, such as modular print, aim to mitigate learning loss during crises, their effectiveness is often mediated by external factors such as the home learning environment, parental support, and student motivation. In situations where students lack access to adequate resources or struggle with self-directed learning, the full benefits of ADM may not be realized.

Similarly, Basilaia and Kvavadze (2020) argue that during periods of educational disruption—such as those caused by natural calamities—implementation of alternative learning modes can face significant challenges, including inconsistencies in instructional delivery, limited teacher-student interaction, and varying levels of preparedness among learners. These limitations can contribute to a disconnect between the extent of ADM implementation and academic performance, as observed in this study.

On the other hand, some studies, such as Heath (2009) and Hoare and Johnson (2010), contend that the effectiveness of learning delivery methods depends not only on their implementation but also on broader systemic and contextual factors, such as socioeconomic conditions and school support systems. In the case of modular print, while it ensures continuity of education during class suspensions, the extent of its impact may be constrained by learners' ability to independently engage with the materials and the support available to them at home.

The findings in Table 5 suggest that simply implementing ADM methods like modular print does not automatically translate into improved academic performance, particularly in crisis situations. This highlights the need for a holistic approach to ADM implementation, one that includes addressing the challenges faced by learners and providing sufficient support systems for teachers, students, and parents. As Anderson (2021) suggests, bridging the gap between ADM implementation and learning outcomes requires not only access to materials but also strategies to foster active engagement, teacher involvement, and student autonomy.

CONCLUSIONS

Based on the online survey conducted to Teachers of Key Stage 1 on the extent of ADM via modular print implementation as related to the academic performance of learners, the following conclusions are derived: (1) The demographic profiles of schools of Taft District are mostly offering monograde in terms of category. As to the location, most schools are situated along the highway and no schools were recorded to be near the coastline or by the hillside. Also, most schools are moderately sufficient in terms of the availability of resources and equipment. (2) Data collected by the survey revealed that Taft District had an overall mean of 3.62 interpreted as moderately evident as extent of ADM via modular print implementation. (3) The learners of Taft District performed well based on their First Grading Grade during the implementation of modular print wherein most are developing and got a very satisfactory academic performance for most of the Grades 1 to 3 learners.

(4) The test for correlation revealed that there was no significant relationship between profiles of school against academic performance. (5) On the test for correlation between extent of modular print implementation and academic performance of learners, there was no significant relationship between the variables.

RECOMMENDATIONS

The researchers recommend conducting face-to-face data collection for future studies to ensure the genuineness and accuracy of participant responses. This method allows for a more personal and interactive approach, minimizing potential misunderstandings of survey questions or instructions. Additionally, face-to-face interactions can help build trust with respondents, encouraging them to provide honest and detailed answers. Such an approach is particularly valuable in contexts where remote or paper-based data collection might result in incomplete or ambiguous responses due to factors like literacy challenges, limited access to technology, or participant hesitancy.

To gain a more comprehensive understanding of modular print implementation, it is recommended to extend the scope of the study beyond Key Stage 1 to encompass all educational levels. By including participants from different stages of learning, the findings would provide a more holistic view of how modular print materials are utilized and perceived across various age groups and curricula. This broader scope would also allow for comparative analyses, identifying trends, challenges, and best practices unique to specific grade levels. Moreover, such an expansion would provide a statistically robust representation of the implementation at the Taft District, enabling the formulation of targeted interventions or policy recommendations.

Conflict of Interest

The authors affirm that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct, outcomes, or interpretation of this study. This research was carried out with the sole intention of contributing to the academic and practical understanding of ADM implementation and its impact to the academic performance of learners.

No external funding, sponsorships, or affiliations have compromised the objectivity of this research process or its findings. The authors declare full transparency in the development, execution, and reporting of this study, ensuring that the conclusions drawn are free from bias and solely grounded in the data collected and analyzed. This statement reflects the authors' commitment to maintaining ethical research practices and upholding the integrity of academic inquiry.

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