



EVALUATION OF THE OPEN HIGH SCHOOL PROGRAM IN THE PHILIPPINES



EVALUATION OF THE OPEN HIGH SCHOOL PROGRAM IN THE PHILIPPINES

Philippine Copyright 2015
Published by SEAMEO INNOTECH
Commonwealth Ave., Diliman, Quezon City

ISBN 978-971-0487-88-2

All Rights Reserved.

No part of this publication may be reproduced, stored in a retrieval system,
or transmitted in any form or by any means without prior permission of
SEAMEO INNOTECH.

<http://www.seameo-innotech.org>

TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF ANNEX	iv
LIST OF TABLES	iv
LIST OF FIGURES	ix
ACRONYMS	xi
ACKNOWLEDGEMENTS	xiii
EXECUTIVE SUMMARY	xiv
PART I: INTRODUCTION	1
Rationale for the Open High School Program (OHSP)	3
Implementation of the OHSP	4
Rationale for Program Evaluation	8
Objectives of the Study	8
Evaluation Questions	8
Evaluation Framework	9
Definition of Terms	10
PART II. METHODOLOGY	13
Design	15
Samples	15
Phase 1: School and Student Survey	15
Phase 2: Focus Group Discussion	17
Phase 3: Comparison of OHSP and Regular High School Students	19
Data Collection	24
Data Collection Procedure	25
Data Analysis	26
PART III. PROFILE OF RESPONDENTS	27
Phase 1A-School Survey	29
NAT Performance, Enrollment and OHSP Staff	29
Phase 1B-Student Survey	30
Working Students	35
Mode of Transportation	40
Family Background	40
Enrollment History	43

PART IV: EVALUATION RESULTS	45
Objective 1: Determine the Viability of the OHSP	47
Motivation/Reasons for OHSP	47
Capacity Building	50
Advocacy and Promotion	52
School-based Policies	52
Curriculum Design	53
Learning Resources	56
Delivery System	68
Support Programs and Services	68
Assessment Methods	75
Technical Support	76
Policy Guidelines	79
OHSP Staff and Skills	79
Implementing Mechanism and Coordinative Linkages	82
Monitoring and Evaluation	87
Objective 2: Identify the Strengths and Weaknesses of OHSP	90
OHSP Best Attributes	90
OHSP Contributions	91
Success Stories	92
Innovative/Best Practices	93
Areas of Challenges and Weaknesses	94
Objective 3: Compare the Performance of the OHSP and the Regular High School Students	101
Objective 4: Identify Areas for OHSP Improvement	116
OHSP Adaptation to Senior High School Program (K to 12 Curriculum)	116
Good Wishes for OHSP Improvement	123
Way Forward	124
PART V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	129
Summary	131
Conclusions	134
Recommendations	135
PART VI. OPEN HIGH SCHOOL CASE STUDIES	147
Makati High School, Makati City	151
Sangle Point National High School, Cavite City, Cavite	158
Bacolod City National High School, Bacolod City, Negros Occidental	162

Babag National High School, Lapu-lapu City, Cebu	168
Mabini Integrated School, Brgy. Mabini, Cebu City	173
Javier National High School, Javier, Leyte	178
Jose Panganiban National High School, Panganiban, Camarines Norte	181
Camarines Norte National High School, Daet, Camarines Norte	189
Kabasalan National High School, Kabasalan, Zamboanga Sibugay	197
Manicahan National High School, Zamboanga City	201
Don Pablo Lorenzo Memorial High School, Zamboanga City	205
Parang National High School, Parang, Maguindanao	210
Amir Bara Lidasan National High School, Parang, Maguindanao	213
Bangao National High School, Buguias, Benguet	217
Sinipsip National High School, Buguias, Benguet	224
Ferrol National High School, Ferrol, Tablas, Romblon	229
Odiongan National High School, Odiongan, Tablas, Romblon	233
REFERENCES	237

LIST OF TABLES

TABLE 1. Distribution of Schools by Geographical Area	16
TABLE 2: Information about 17 OHSP-Implementing Schools in Phase 2	17
TABLE 3: Distribution of FGD Participants in Phase 2	18
TABLE 4: Sample for Comparability of OHSP and Regular High School	19
TABLE 5: Summary Table for Sample	23
TABLE 6: Average National Achievement Test (NAT), Enrollment and OHSP Staff of Schools Surveyed	30
TABLE 7: Distribution of OHSP Student Survey Respondents by School	31
TABLE 8: Distribution of OHSP Student Survey Respondents by Province	31
TABLE 9: Distribution of Student Respondents by Grade Level	32
TABLE 10: Distribution of OHSP Student Survey Respondents by Gender	32
TABLE 11: Distribution of OHSP Student Survey Respondents by Age (in years)	32
TABLE 12: Distribution of Student Respondents by Age across Gender (n = 331)	33
TABLE 13: Distribution of Student Respondents by Age across Grade Level	34
TABLE 14: Distribution of Overaged Students by School	34
TABLE 15. Distribution of Overaged Respondents across Provinces	35
TABLE 16: Distribution of Overaged Respondents by Grade Level	35
TABLE 17: Working Students	35
TABLE 18: Distribution of Working Students by Gender	35
TABLE 19. Distribution of Working Students by Grade Level	36
TABLE 20. Distribution of Working Students by Age	36
TABLE 21. Working Hours of Working Students	37
TABLE 22. Distribution of Working Students by School	37
TABLE 23. Province of Origin and Type of Work of Working Students	38
TABLE 24. Distribution of Working Students by Occupational Classification (n = 185)	39
TABLE 25. Approximate Average Monthly Salary of Working Students (n = 185)	39
TABLE 26. Modes of Transportation (n = 331)	40
TABLE 27. Parents' Highest Educational Attainment	40
TABLE 28. Parents' Occupations of OHSP Student-Respondents	41
TABLE 29. Family Income of OHSP Student-Respondents	42
TABLE 30. Number of Siblings of Student-Respondents	42
TABLE 31. First Enrollment in OHSP	43
TABLE 32. Sources of Information about OHSP	43
TABLE 33. Reasons for Offering OHSP	47

TABLE 34. Profile of OHSP Students (n = 155 schools)	48
TABLE 35. Students' Reasons for Enrolling in OHSP (n = 331)	49
TABLE 36. Number of Training Programs Attended by OHSP Personnel (n = 155 schools)	50
TABLE 37. Number of OHSP Trained (n = 155 schools)	50
TABLE 38. Most Recent Training Received by OHSP Personnel (n = 155 schools)	51
TABLE 39. Training Provider/Sponsor (n = 155 schools)	51
TABLE 40. Conduct of Advocacy Activities in OHSP Schools (n = 155 schools)	52
TABLE 41. Assessment Before Enrollment	52
TABLE 42. OHSP Students' Favorite Subjects and Reasons (n = 331)	54
TABLE 43. OHSP Students' Least Favorite Subject and Reasons (n = 331)	55
TABLE 44. OHSP Students' Ratings on Usefulness of Modules	56
TABLE 45. OHSP Students' Ratings of Modules	57
TABLE 46. Statistics on OHSP Student Ratings of Modules (n = 331)	59
TABLE 47. OHSP Students' Use of Other Learning Materials	60
TABLE 48. Resources Provided by Schools	60
TABLE 49. Learning Materials Provided Sufficient as Guide in Learning Progress	61
TABLE 50. Students' Ratings of Learning Materials (n = 331)	61
TABLE 51. Statistics on Students' Ratings of Learning Materials (n = 331)	62
TABLE 52. Learning Materials Used in OHSP Schools (n = 155 schools)	62
TABLE 53. School Respondents' Ratings of Learning Materials: Number (%) (n = 155)	63
TABLE 54. Statistics on School Respondents' Ratings of Learning Materials (n = 155)	65
TABLE 55. School Respondents' Ratings of Subject Area Modules (n = 155)	66
TABLE 56. Facilities Accessible to OHSP Students (n = 155 schools)	67
TABLE 57. Where OHSP Students Most Often Study Modules (N = 331)	69
TABLE 58. OHSP Students' Ratings of Place for Studying	69
TABLE 59. Summary Statistics on Ratings of Study Places	70
TABLE 60. Teaching-Learning Strategies (n = 155 schools)	70
TABLE 61. Frequency of OHSP Class Meetings (n = 331)	71
TABLE 62. Activities that Excited, Energized and Satisfied OHSP Learners	72
TABLE 63. Access to Learning Services	72
TABLE 64. Sources of Help	73

TABLE 65. Involvement of Parents/Guardians in OHSP Learners' Progress (n = 331 students)	73
TABLE 66. Sufficiency of Help Received	74
TABLE 67. Summary Statistics on Ratings of Parental/Guardian Involvement	74
TABLE 68. Weekly School-related Expenses (in Pesos)	75
TABLE 69. Notable Expenses of OHSP Students	76
TABLE 70. Most Commonly Used Assessment Methods(n = 155)	76
TABLE 71. OHSP Students' Ratings of Assessment Methods	77
TABLE 72. Assessment of Amount of Assignments Given under OHSP	77
TABLE 73. Statistics on Ratings of Assessment Tools	77
TABLE 74. Decision-makers for the OHSP	78
TABLE 75. Familiarity with OHSP Policies	79
TABLE 76. Number and Hours of OHSP Staff	80
TABLE 77. OHSP Students' Ratings of Teacher-Facilitators' Skills	80
TABLE 78. Summary Statistics on Ratings of Teacher-Facilitators Skills	81
TABLE 79. Availability of Implementing Materials (n = 155 schools)	82
TABLE 80. Ratings of Implementing Materials (n = 155 schools)	83
TABLE 81. Ratings of Implementing Materials	84
TABLE 82. Dropout Mentoring Programs Available with OHSP (n = 155 schools)	85
TABLE 83. Is the Annual OHSP Budget Sufficient? (n = 155 schools)	86
TABLE 84. Sources of Funds (n = 155 schools)	86
TABLE 85. Assistance from Partner Agencies (n = 155 schools)	87
TABLE 86. Persons Responsible for Monitoring and Evaluating the OHSP (n = 155 schools)	88
TABLE 87. Monitoring Conducted: Persons and Frequency (n = 155 schools)	88
TABLE 88. Monitoring of OHSP (n = 155 schools)	90
TABLE 89. Best Attribute of OHSP (n = 155 schools)	90
TABLE 90. Other Best Aspects of OHSP (n = 155 schools)	91
TABLE 91. Contributions of the OHSP (n = 155 schools)	92
TABLE 92. OHSP-Implementing Schools with Increased Enrollment	94
TABLE 93. Best Practices of Selected OHSP-Implementing Schools (n = 17 schools)	94
TABLE 94. Challenging Aspects of OHSP Implementation (n = 155 schools)	95
TABLE 95. Factors that Inhibit Efficient OHSP Implementation (n = 155 schools)	95
TABLE 96. Received Modules upon Enrollment	97
TABLE 97. Other Difficulties Experienced by OHSP Students	98
TABLE 98. Geographical Areas and Year Levels where OHSP and Regular High School Students were at par in Math and Science	113

TABLE 99. Geographical Areas and Year Levels where OHSP and Regular High School Students were at par in English, Filipino and Araling Panlipunan	114
TABLE 100. Components that Need to be Changed for New Curriculum (n = 155 schools)	116
TABLE 101. Modules Need Revision (n = 155 schools)	119
TABLE 102. School Respondents' Suggestions for Improving the OHSP Implementation	122
TABLE 103. Three Wishes for the School's OHSP	123
TABLE 104. Continuing Education under OHSP (n = 331 students)	124
TABLE 105. OHSP Students' Plans after Graduation	126
TABLE 106. Recommend OHSP to Relatives and Friends	127
TABLE 107. Number of OHSP Enrolees from 2000 to 2013, by Gender (Makati High School)	151
TABLE 108. Schedule of OHSP Classes and Consultations (Makati High School)	153
TABLE 109. Number of OHSP Enrolees from SY 2012 to 2013, by Gender (Sangley Point National High School)	158
TABLE 110. Number of OHSP Enrolees from 2009 to 2013, by Gender (Bacolod City National High School)	162
TABLE 111. Number of OHSP Enrolees from 2007 to 2013, by Gender (Babag National High School)	168
TABLE 112. Number of OHSP Graduates from 2008 to 2013, by Gender (Babag National High School)	169
TABLE 113. Number of OHSP Graduates from 2008 to 2013 (Mabini Integrated School)	174
TABLE 114. Dropout Rate from 2008 to 2012 (Mabini Integrated School)	174
TABLE 115. Number of OHSP Enrolees from 2008 to 2013, by Gender (Javier National High School)	178
TABLE 116. Number of OHSP Graduates from 2008 to 2013, by Gender (Javier National High School)	179
TABLE 117. Number of OHSP Enrolees from 2006 to 2013, by Gender (Jose Panganiban National High School)	181
TABLE 118. Number of OHSP Graduates (Jose Panganiban National High School)	182
TABLE 119. Schedule of Classes and OHSP Teachers, Morning Session, Saturday (Jose Panganiban National High School)	183
TABLE 120. Schedule of Classes and OHSP Teachers, Afternoon Session, Saturday (Jose Panganiban National High School)	184
TABLE 121. Number of OHSP Enrolees from 2008 to 2013, by Gender (Camarines Norte National High School)	189
TABLE 122. Number of OHSP Graduates from 2009 to 2013 (Camarines Norte National High School)	190
TABLE 123. Schedule of Open High School Saturday Class Meetings (Camarines Norte National High School)	191

TABLE 124. Status of Modules for OHSP Students, by Subject, by Number of Pages (Camarines Norte National High School)	195
TABLE 125. Simple Dropout Rate from 2008 to 2012 (Kabasalan National High School)	197
TABLE 126. Number of OHSP Enrollees from 2011 to 2013, by Gender (Manicahan National High School)	201
TABLE 127. Number of OHSP Enrollees at the Beginning and Most Recent SY, by Gender* (Don Pablo Lorenzo Memorial High School)	205
TABLE 128. Number of OHSP Graduates from 2008 to 2012 (Don Pablo Memorial High School)	206
TABLE 129. Simple Dropout Rate from 2008 to 2012 (Don Pablo Lorenzo Memorial High School)	206
TABLE 130. Number of OHSP Enrollees from 2006 to 2013, by Gender (Parang National High School)	210
TABLE 131. Number of OHSP Graduates from 2008 to 2013 (Parang National High School)	210
TABLE 132. Dropout Rate from 2008 to 2012 (Parang National High School)	211
TABLE 133. Number of OHSP Enrollees from High School from 2007 to 2013, by Gender (Amir Bara Lidasan National High School)	213
TABLE 134. Number of OHSP Graduates from 2007 to 2013 (Amir Bara Lidasan National High School)	214
TABLE 135. Number of OHSP Enrollees from 2008 to 2013, by Gender (Bangao National High School)	217
TABLE 136. Number of OHSP Graduates from 2008 to 2013, by Gender (Bangao National High School)	218
TABLE 137. Number of OHSP Students from 2013 to 2014 (Bangao National High School)	221
TABLE 138. Number of OHSP Enrollees from 2008 to 2013, by Gender (Sinipsip National High School)	224
TABLE 139. Number of OHSP Enrollees from 2008 to 2013, by Gender (Ferrol National High School)	229
TABLE 140. Number of OHSP Enrollees from 2012 to 2013, by Gender (Odiongan National High School)	233

LIST OF FIGURES

FIGURE 1: OHSP Process Flow	6
FIGURE 2: OHSP Enrollment	7
FIGURE 3: OHSP Graduates	7
FIGURE 4: Evaluation Framework	9
FIGURE 5: The Philippine Map Showing the Sites of 155 Schools	16
FIGURE 6: Distribution of Gender Groups by Location	20
FIGURE 7: Distribution of Gender Groups across Year Level	21
FIGURE 8: Distribution of Students by Year Level	21
FIGURE 9: Distribution of OHSP and Regular High School Students According to Year Level	22
FIGURE 10: Distribution of OHSP and Regular High School by Gender	23
FIGURE 11. Proficiency Levels of First Year Students in NCR in 5 Subjects	102
FIGURE 12. Proficiency Levels of First Year Students in Luzon in 5 Subjects	102
FIGURE 13. Performance Levels of First Year Students in Visayas in 5 Subjects	103
FIGURE 14. Performance Levels of First Year Students in Mindanao in 5 Subjects	103
FIGURE 15. Performance Levels of Second Year Students in NCR in 5 Subjects	104
FIGURE 16. Performance Levels of Second Year Students in Luzon in 5 Subjects	104
FIGURE 17. Performance Levels of Second Year students in Visayas in 5 Subjects	105
FIGURE 18. Performance Levels of Second Year Students in Mindanao in 5 Subjects	105
FIGURE 19. Performance Levels of Third Year Students in NCR in 5 Subjects	106
FIGURE 20. Performance Levels of Third Year Students in Luzon in 5 Subjects	106
FIGURE 21. Performance Levels of Third Year Students in Visayas in 5 Subjects	107
FIGURE 22. Performance Levels of Third Year Students in Mindanao in 5 Subjects	107
FIGURE 23. Performance Levels of Fourth Year Students in NCR in 5 Subjects	108
FIGURE 24. Performance Levels of Fourth Year Students in Luzon in 5 Subjects	108
FIGURE 25. Performance Levels of Fourth Year students in Visayas in 5 Subjects	109
FIGURE 26. Performance Levels of Fourth Year Students in Mindanao in 5 Subjects	109

FIGURE 27. Comparison in Math Performance	110
FIGURE 28. Comparison in Science Performance	110
FIGURE 29. Comparison in English Performance	111
FIGURE 30. Comparison in Filipino Performance	111
FIGURE 31. Comparison in Araling Panlipunan Performance	112
FIGURE 32. Comparisons of Performance	115
FIGURE 33: OHS Process, Enabling Factors, Actors, and Recommendations	147
FIGURE 34: Comparative Analysis of OHSP Enrollment/Graduates (Makati High School)	152
FIGURE 35: Number of OHSP Graduates from 2009 to 2013, by Gender (Bacolod City National High School)	158
FIGURE 36. Dropout Rate from 2008 to 2012 (Javier National High School)	179
FIGURE 37. Number of Dropouts and Simple Dropout Rate (Amir Bara Lidasan National High School)	215
FIGURE 38. Dropout Rate from 2008 to 2012 (Bangao National High School)	218
FIGURE 39. Dropout Rate from 2008 to 2012 (Sinipsip National High School)	225
FIGURE 40. Dropout Rate from 2004 to 2010 (Ferrol National High School)	230
FIGURE 41. Dropout Rate from 2004 to 2010 (Odiongan National High School)	234

ACRONYMS

ADM	Alternative Delivery Mode
AIP	Annual Improvement Plan
ALS	Alternative Learning System
ALS-A&E	Alternative Learning System-Accreditation and Equivalency
AWP	Annual Work Program
BALS	Bureau of Alternative Learning System
BEC	Basic Education Curriculum
BSE	Bureau of Secondary Education
CCT	Conditional Cash Transfer
CFSS	Child-Friendly School System
CHED	Commission on Higher Education
CIPP	Context, input, process, product
DA	Department of Agriculture
DAR	Department of Agrarian Reform
DepEd	Department of Education
DILG	Department of the Interior and Local Government
DORP	Drop-out Reduction Program
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
DTC	Dynamic Teen Company
DUT	Division Unified Test
EASE	Effective and Affordable Secondary Education
EDCOMM	Education Committee
EPZA	Export Processing Zone Authority
ERIO	Educational Research and Innovation
EQALLS	Education Quality and Access for Learning and Livelihood Skills
e-BEIS	Enhanced-Basic Education Information System
FGD	Focus Group Discussion
FICS	Family, Individual, Community, and School Analysis
FLO	Flexible Learning Options
HE	Home Economics
HS	High School
HUDDC	Housing and Urban Development Council
ICT	Information and Communications Technology
ILRT	Independent Learning Readiness Test
ILO	International Labor Organization
IOM	International Organization for Migration
IRI	Informal Reading Inventory
IRI	Independent Reading Inventory

LGU	Local Government Unit
LSB	Local School Board
MAPEH	Music, Arts, Physical Education, and Health
MDG	Millennium Development Goal
MOA	Memorandum of Agreement
MOOE	Maintenance and Other Operating Expenses
NAPC	National Anti-Poverty Commission
NAT	National Achievement Test
NC	National Certification
NCAE	National Career Assessment Examination
NEDA	National Economic and Development Authority
NETRC	National Educational Testing and Research Center
NGO	Non-Government Organization
NHS	National High School
NSO	National Statistics Office
OHSP	Open High School Program
OHS	Open High School
OSY	Out-of-School Youth
PAST	Performance Appraisal for School Teachers
PE	Physical Education
PEPT	Philippine Educational Placement Test
PESO	Public Employment Service Office
PRAISE	Performance Review, Analysis, and Incentive System for Educators
PSB	Provincial School Board
PTA	Parent Teachers Association
SARDOs	Students at Risk of Dropping Out
SBM	School-Based Management
SEAMEO	Southeast Asian Ministers of Education Organization
INNOTECH	Regional Center for Educational Innovation and Technology
SEAU	Solutions Evaluation and Adaptation Unit
SEF	Special Education Fund
SHS	Senior High School
SII	School-Initiated Interventions
SIM	Strategic Intervention Materials
SIP	School Improvement Plan
SMS	Short Message Service
SPED	Special Education
STEP	Science and Technology Education Program
SURVIVAL	Save, Uplift, Reform Vulnerable Students by Implementing Varied Alternative Learning
TESDA	Technical Education and Skills Development Authority
TLE	Technology and Livelihood Education
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

ACKNOWLEDGEMENT

Our deepest gratitude goes to the Department of Education (DepEd), Bureau of Secondary Education under the former leadership of Dr. Lolita Andrada for providing the overall direction, context, and expectations of DepEd about the Open High School Program (OHSP) evaluation. Special thanks to the national OHSP Coordinators: Ms. Prudencia Sanoy and Ms. Christy Sioco for pioneering the OHSP and offering the literatures and pertinent documents regarding OHSP implementation and serving as key informants in guiding and orienting the research team toward understanding the nuances of OHSP. Likewise, our gratitude goes to Dr. Jocelyn DR Andaya, Officer-in-Charge of the Bureau of Secondary Education, and her team for giving their valuable insights and recommendations during the presentation of the evaluation findings. Their guidance helped the research team in all the time of research and writing of this report.

The Center would also like to express its sincere gratitude to Professor Fe Josefa Nava, PhD, a research fellow from the University of the Philippines for editing, integrating and finalizing the data analysis, findings and recommendations of the OHSP evaluation report. Her technical guidance helped the research team in summarizing and tightening the evaluation report based on survey results, focus group discussion, and comparative assessment of students' academic data.

This report was prepared under the general guidance of SEAMEO INNOTECH Center Director Ramon C. Bacani, and Educational Research and Innovation Office Manager Philip J. Purnell. Led by Senior Specialist Yolanda C. De Las Alas, the research team includes: Lauren Nerisse S. Bautista, Senior Associate; Eugene L. Tecson, Project Research Associate; and Rico Rose DC. Dilag, Program Assistant. Special thanks to Evelyn D. Juan for copy editing the report.

The Center significantly extends its gratitude to all school principals, teachers, students, parents, and regional/division OHSP coordinators who painstakingly shared their personal stories, experiences, struggles, joys and achievements in OHSP implementation. We salute all the OHSP learners including those who successfully graduated from high school and now enjoying the fruits of their hardwork in their chosen careers based on the narratives of the report.

EXECUTIVE SUMMARY

In early 2013, Southeast Asia Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) undertook an evaluation study to determine the current state of Open High School Program (OHSP) implementation in selected Open High Schools in the Philippines. The research study was funded through SEAMEO INNOTECH's Research and Innovation Fund as part of the Center's complimentary set of program interventions to support the Department of Education (DepEd)'s need for sustained technical support in operationalizing the new K to 12 Basic Education System.

The evaluation study was designed in close coordination with the DepEd Bureau of Secondary Education (BSE) and the Open High School Coordination team. Specifically, the study was undertaken to accomplish four objectives: first, to examine the viability of the OHSP as an alternative delivery mode (ADM) for secondary education; second, to determine the strengths and weaknesses of the OHSP as an ADM strategy; third, to appraise the comparability of open high school (OHS) and regular high school students; and finally, to pinpoint aspects of the OSHP that need to be developed to ensure that it is in harmony with the new K to 12 curricular reforms. The evaluation questions that guided the research were the following:

- (1) What did schools do to make the OHSP work?
- (2) What aspects of the OHSP need to be strengthened?
- (3) How comparable are the OHS and regular high school students in terms of their performance in five subjects, namely, math, science, English, Filipino and araling panlipunan?
- (4) Which component/s of the OHSP need/s to be improved to make it responsive to the new K to 12 program (Grades 7 to 12)?

Data were collected from 331 students from 155 OHSP-implementing schools using separate mailed survey instruments. Seventeen schools (n = 17) were visited and 203 key implementers and stakeholders participated in focus group discussions. Lastly, 1,578 students selected from four schools representing the National Capital Region (NCR) and the three island groups were included in comparing OHSP and regular high school performance. Major data collection methods used were school and student questionnaires and interviews. School records of final grades in five subjects for a sample of OHSP and regular students were also obtained from four selected schools.

Initial findings were presented to DepEd on three occasions, namely, (1) during the workshop on flexible learning options participated in by OHSP Regional Coordinators held in April 2013, (2) during the meeting with the director and staff of the Bureau of Secondary Education on January 14, 2014, and (3) meeting with the Project

Management Service Unit on July 10, 2015 in relation to the World Bank's Project LEAPS (Learning, Equity and Accountability Program Support). DepEd recommendations were considered in the report.

The study concludes that the OHSP is a viable alternative delivery mode (ADM) for students who are at risk of dropping out and the out-of-school youth who want to finish their high school education. It has been identified as a solution to high dropout rates by providing an attractive option to those who, for some reason, cannot attend regular school. Therefore, the OHSP is both a dropout reduction intervention and an important mechanism in attaining the DepEd Education for All (EFA) goals.

However, a few areas with scope for improvement were identified with regard to implementation and fiscal management. Teachers and teacher advisers lacked specialized training on how to monitor different learners who were developing at their own individual paces. Some learning materials (modules) were outdated, incomplete, and lacking. Many teachers were assigned OHSP responsibilities as an additional teaching load, often without financial compensation other than that provided by local government or non-government organizations (NGOs). Many OHS learners and parents were not provided adequate orientation about the time frame of completion of the program. Finally, monitoring and evaluation of the program is irregular. Henceforth, a national system for regular and systematic monitoring and evaluation of the program is important.

Comparison of academic performance of OHS and regular high school students indicated that across four year levels and five subjects (i.e., English, Filipino, mathematics, science and araling panlipunan), the OHS students were not very different from their regular high school counterparts. About half of the comparisons made did not show statistically significant differences between the two groups. In a few comparisons, OHS students had higher grades than regular high school students. The use of final grades in making comparisons between groups is a common practice. However, since grades are laden with subjectivity due to differences in grading procedures even from teacher to teacher and from school to school, and sometimes within the same teacher, another measure should be used as a reference point in comparing OHS and regular high school students. The study suggests designing a more systematic data collection process for evaluating the comparability of OHS and regular high school students. Standardized tests such as the National Achievement Test (NAT) are one credible index of comparison. These findings from a simple comparative analysis (as described in Part IV) can be verified if OHS students are allowed to participate in the NAT tests or through a carefully designed quasi-experimental research that would ensure comparability, both of which are being recommended in this study.

The existing OHS curriculum, including learning materials, should be aligned with the new K to 12 curriculum, with some improvements suggested. First, modules need to be developed for the contents of Technology and Livelihood Education (TLE) and for the Grades 11 and 12 in a format suitable to OHS learners. Second, quantity and quality of

contact time with OHS teachers and teacher advisers need to be enhanced to maximize learning opportunities for OHS students. Third, more suitable approaches such as differentiated instruction have to be applied as the OHS learners greatly vary in paces of and preferences for learning. Fourth, the role of the guidance counselor needs to be further strengthened, particularly when some preliminary decisions are made at Grade 9 toward any of the four tracks (i.e., academic, sports, arts and design, and technical vocational livelihood).

Although conceived as a remedy to curb increasing dropout rates, the OHSP can truly be an alternative delivery mode to the regular high school program. If the OHSP is developed as an equivalent, not just an adjunct (add-on) program in regular high schools, it has the potential to be an effective solution not only to classroom congestion and dropout reduction but as a response to individual differences in large schools.

Schools that are already implementing OHSP are encouraged to participate in crafting the improvements in OHSP while continuing their efforts to promote the program. The potential of the OHSP to help keep students in school, especially those who have difficulties attending the regular high school program, must be maximized by expanding the program to more secondary schools. However, DepEd needs to address first the problems identified in existing open high schools, assess the readiness of schools to implement OHSP, and to repackage the OHSP in such a way that it is relevant and responsive to any situation as a safety net to curb the incidence of school leavers. This includes being adapted as an education in emergencies intervention for schools affected by natural disasters or in conflict-affected areas and other difficult circumstances.

The best practices and lessons learned by OHSP-implementing schools could serve as valuable inputs to the formulation of the Implementing Rules and Regulations (IRR) of the newly passed Republic Act No. 10665 or Open High School System Act of 2015. In view of the findings and conclusions drawn from the evaluation study, specific recommendations for DepEd are proffered, many of which are drawn from surveys, FGDs, and initial presentations to DepEd.

Policies

1. The OHSP implementation needs to be aligned with the K to 12 curriculum and with the recently promulgated Republic Act 10665 or the Open High School System Act.
2. Clarify policies and implementing guidelines through a more updated OHSP Manual of Operations taking into consideration the learning experiences of implementers as narrated in this report.
3. Include the OHSP as one of the performance targets of the principal and in the School Improvement Plan (SIP) to ensure that the OHSP is implemented efficiently as a viable and desirable alternative to the regular high school program especially for school leavers and those who are at risk of leaving school.

Program Delivery

Modules/Learning Resources

1. Modify and adapt the OHSP/EASE (Effective Alternative Secondary Education) learning materials to synchronize with the competencies of the new K to 12 curriculum and develop new materials to align with the new senior high school program curricular tracks, streams and subjects.
2. Make the OHSP modules available in electronic format, possibly in CD-ROM format for easy storage and retrieval so that materials can be shared with more OHS students, and accessed through computers.

Delivery System

1. Review and revise the process of screening and admission of learners taking into consideration the learner's reading ability and capacity for self-learning for acceptance to the OHSP.
2. Redesign the orientation program for OHS students to ensure that the responsibilities of learners and their parents/guardians are properly discussed and understood.
3. Strengthen the instructional methods and learning techniques so that OHS teachers can provide the necessary assistance to OHS learners effectively.
4. Designate full-time OHS teachers/teacher advisers as provided for by RA 10665.
5. Create opportunities to organize peer teaching and mentoring among OHS students and between OHS and regular high school students to enable fast learners to assist slow learners through coaching and help them catch up with the lessons and complete the modules on time.
6. Make home visitation a routine for all OHS students who miss class meetings for a period of time, e.g., two consecutive weeks.
7. Provide a suitable learning environment for OHS students.

Program Schedules

1. Set schedules of weekly class meetings sessions with due consideration of both the OHS learners' personal circumstances and the OHS teachers' teaching load.

2. Review and discuss with students the prescribed frequency and duration of class meetings/consultations.

Learner Assessment

1. Develop appropriate assessment tools for OHS students that show sensitivity to their abilities and circumstances but at the same time credibly measure the expected competencies for each subject in each grade level.
2. Develop standard pre- and post-test design and other assessment tools, particularly in relation to reading skills to document changes or improvement in learning as a result of the program, and to enable researchers to apply analysis of covariance to account for initial ability level.
3. Allow the OHS students to regularly participate in the NAT administered by the DepEd.

Program Monitoring and Evaluation

1. Design and carry out more regular and systematic monitoring and evaluation to ensure a well-organized and cost-effective implementation of the OHSP.
2. Ensure that comparison of OHS learners and regular high school students is methodically performed in each school by using a more systematic data collection process so that adjustments can be made particularly to ensure that the two educational programs are indeed equivalent, varying only in how instruction is delivered.

Supporting Programs

Capacity Building

1. Provide capacity building for OHS implementers (i.e., OHS school heads, OHS teachers, teacher advisers) and other partners/stakeholders (parents, LGUs, community advisers, source persons) to enable them to more effectively carry out the program.
2. Enhance the teaching style and attitudes of OHS teachers so that learners will become motivated to work on their modules and participate in regular class meetings.

3. Strengthen the guidance and counseling skills of teacher advisers.

Career Guidance

Establish a comprehensive career guidance and counseling program that will provide OHS students with advice on career options that fit their personality, interests and job market demands, and opportunities for real world experience while in OHSP through dual training, and workplace immersion, among others. In light of the new senior high school program, a good career preparation program can help OHS students examine the senior high school curriculum to see what courses and tracks align with their career interests and aptitude.

School Leadership and Technical Support

1. Nurture the leadership provided by OHS leaders to encourage them to continue motivating and giving direction to OHS teachers.
2. Strengthen the instructional supervision of OHS teachers through more regular observation of OHSP class meetings and supervising classroom sessions.

Financing

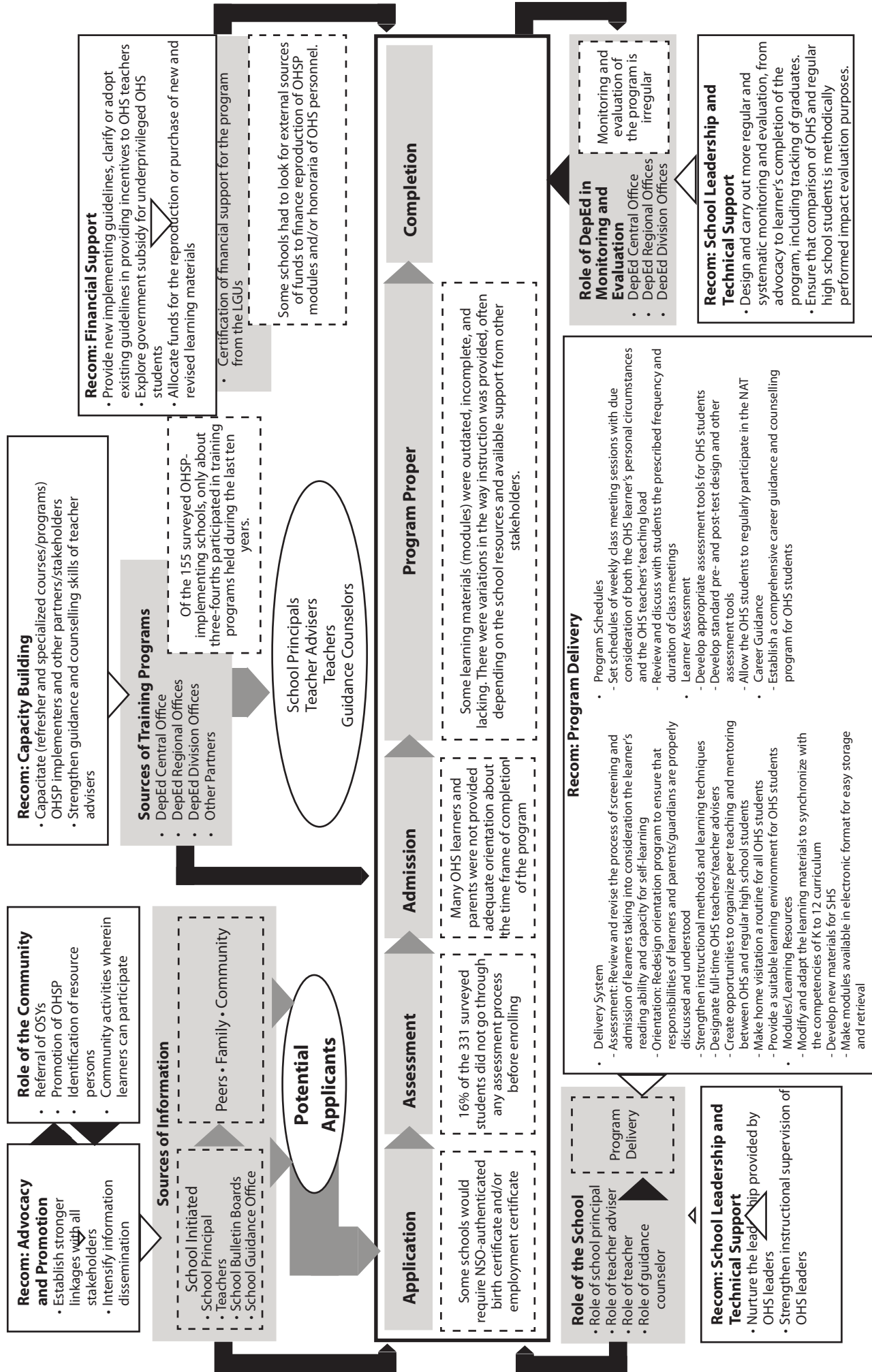
1. Provide new implementing guidelines, clarify or adopt existing guidelines in providing incentives to OHS teachers and teacher advisers who are enlisted under OHSP in recognition of their individual contributions.
2. Explore government subsidy for underprivileged OHS students.
3. Allocate funds for the reproduction or purchase of new learning materials/revised OHSP and EASE modules, test materials, and other appropriate materials.

Advocacy and Promotion

1. Establish stronger linkages with all stakeholders, including local and national governments, for the sustainability of the program.
2. Intensify information dissemination on the OHSP.

The flowchart in the next page attempts to present in one panoramic view the general OHSP environment including the implementation process flow; enabling factors (information, training programs, and funds) and actors (Department of Education, the schools, and the community); major implementation gaps; and recommendations (advocacy and promotion, capacity building, financial support, school leadership and technical support, program delivery, and program monitoring and evaluation).

OHSP Process, Enabling Factors, Actors, and Recommendations



1

INTRODUCTION

Rationale for the OHSP

Implementation of the OHSP

Rationale for Program Evaluation

Definition of Terms

Rationale for the Open High School Program (OHSP)

The Philippine Education for All (EFA) 2015 National Action Plan was enacted through Memorandum Circular No. 141 otherwise known as *Adopting the EFA: A Philippine Plan of Action 1991-2000*, considered as a major social development policy and program of the government, signed by then President Corazon C. Aquino on December 4, 1991.

In September 2000, two of the EFA goals listed among the eight Millennium Development Goals (MDGs) were adopted by 189 countries and their partners in view of the slow progress over the decade. It was then that the Philippines reaffirmed its commitment to EFA and translated it into the *Philippine National Plan of Action to Achieve Education for All by Year 2015*. The central goal of the Philippine EFA 2015 is to ensure that every Filipino has the basic learning competencies to be functionally literate. As such, the Philippine EFA 2015 is a vision and a holistic program of basic education reforms of the country that is not confined to the work of the Department of Education (DepEd) but a societal responsibility that can be implemented within the framework of a grand alliance of all sectors and forces that will harness and harmonize the use of educational resources.

Thus, on February 16, 2006, the National Economic Development Authority (NEDA) authorized the Social Development Committee to formulate and approve the National Action Plan to Achieve Education for All by the Year 2015. The Committee was composed of DepEd, NEDA, Commission on Higher Education (CHED), Technical Education Skills Development Authority (TESDA), Department of Labor and Employment (DOLE), Department of Health (DOH), National Anti-Poverty Commission (NAPC), Department of Agriculture (DA), Department of Agricultural Reform (DAR), Department of Interior and Local Government (DILG), Department of Social Work and Development (DSWD), Housing and Urban Development Coordinating Council (HUDCC), and Office of the Executive Secretary.

EFA 2015 is a large-scale educational program that integrates four major objectives: (1) provision of basic *learning needs to out-of-school youth* and adults; (2) *universal school participation* eliminating dropouts and repetition in first three grades; (3) *universal completion of full cycle* of basic education with satisfactory achievement levels in all grade levels; and (4) *total community commitment* to the attainment of basic education competencies for all learners. These four objectives are specified in nine *urgent* tasks, among which is modifying all existing non-formal and informal learning programs into viable alternative learning systems, thereby meeting the goals of EFA by 2015.

Among the non-traditional learning programs implemented by DepEd is the Open High School Program (OHSP). The OHSP is an alternative delivery mode for secondary education designed for individuals who cannot attend the regular high school program due to problems with time, distance, physical disability, financial difficulties, and social and family constraints (DepEd Order 46, s. 2006). Its most important feature as an

“independent, self-pacing and flexible study” makes it an appropriate intervention and strategy for keeping potential dropouts in school, and in persuading adolescent out-of-school youth to return to school, that will consequently help the country attain its goal of developing basic education competencies for all learners.

DepEd began the implementation of the OHSP in 1998 as an intervention for students at risk of dropping out (SARDOs). Its potential as a strategy for keeping students in school became more pronounced in subsequent years when dropout rates rose to alarming levels. For instance, secondary school dropouts increased to about 5 percent in five years from SY 2002-2003 (8.45%) to SY 2006-2007 (12.51%).

In a 2009 DepEd study, data showed that about 5 to 6 million Filipinos of school age were out of school at that time. The study also revealed that many of the out-of-school learners were willing to finish secondary school, but were held back by numerous barriers that include family concerns, personal difficulties, community surroundings, and school environments. For these reasons, DepEd then adopted the OHSP as one of the interventions in the *Dropout Reduction Program* or DORP (DepEd, 2010).

More recently, the OHSP has been considered one possible solution to *overcrowded classrooms*. In SY 2010-2011, the DepEd listed 1,564 congested schools, many of which also had high dropout rates. These schools are located in 31 priority divisions for government assistance, 609 poorest municipalities, and recipients of the 4Ps Program (Pantawid Pamilyang Pilipino Program) or Conditional Cash Transfer (CCT) Program of the DSWD.

Implementation of the OHSP

Policy statements and procedural guidelines issued from 2005 to 2012 became the operational framework for implementing the OHSP. Guidelines for student recruitment, curriculum, materials, monitoring student progress, and assessment of learning are outlined in a memorandum (DepEd, 2006, Annex A). The important role played by OHSP teachers who often were assigned to the program *in addition* to regular teaching load was acknowledged by allowing them to avail of vacation service credits (DepEd, 2011, Annex B). Student achievement among OHSP participants was formally recognized in the institutionalization of a separate honors program for them through DepEd Order 44 s. 2012 (Annex C). More recently, the OHSP has been aligned with alternative delivery modes for instruction in terms of funding (DepEd, 2011, Annex D) and teacher training, and has been allocated a place among FLOs or ADMs.

The program is an expansion of a DepEd intervention called “Project EASE” (EASE being short for “Effective and Affordable Secondary Education”) implemented by the Bureau of Secondary Education (BSE) of the DepEd and SEAMEO INNOTECH in five pilot schools in 1995. Essentially, the OHSP is an alternative approach in place of formal and regular classroom instruction. It enables students to complete their secondary education in a flexible learning mode outside the classroom. It is suitable for learners

who are unable to attend the regular classes due to physical impairment, financial difficulties, distance between home and school, and similar situations that prevent them from attending classes, and continuing with and completing their education. Lessons are presented in modules which learners take with them to read on their own and at their own pace. OHSP students report to school once or more times a week depending on their arrangement with OHSP teachers for face-to-face discussion of lessons. Teachers use these meetings to monitor and validate the competencies learned by OHSP students. In some cases, learners are given the option to finish secondary level under the OHSP, or be mainstreamed to the regular class program if they wish to.

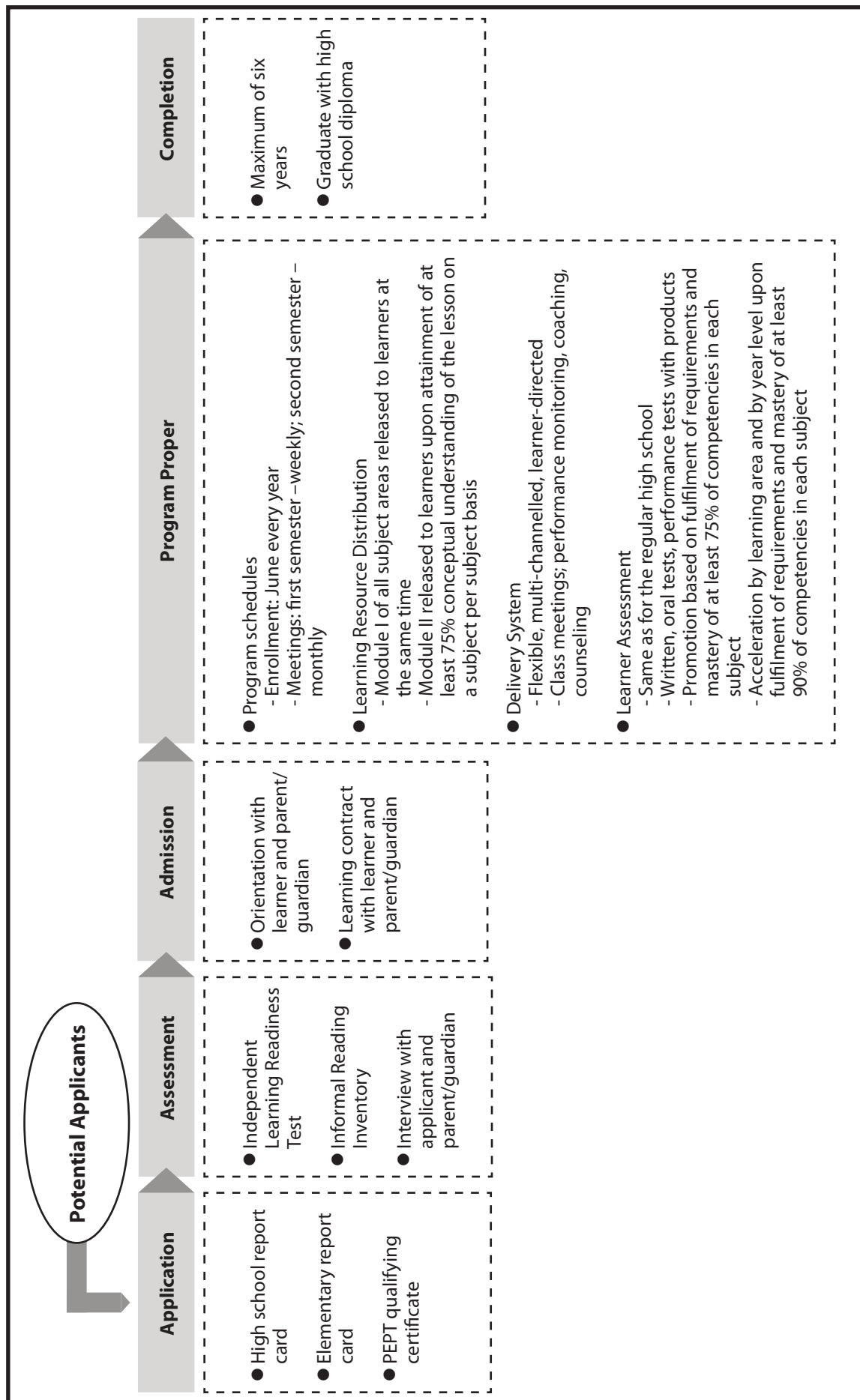
The OHSP aims to achieve four objectives, as follows: (1) afford *all* elementary graduates, high school dropouts, and successful examinees of the Philippine Educational Placement Test (PEPT) a *chance* to complete secondary education; (2) avert school leaving by offering an alternative delivery mode to encourage potential high school dropout to finish secondary education; (3) maintain and/or increase participation rate and thereby reduce the number of high school dropouts; and (4) increase achievement rate in secondary schooling through quality distance education.

Students who choose to attend the OHSP are required to take two tests: (1) the Independent Learning Readiness Test (ILRT); and (2) Informal Reading Inventory (IRI). The ILRT determines a student's capability for self-directed learning, while the IRI measures reading level. Once accepted into the OHSP the learner designs his/her own learning program using the Student Learning Plan. The learner has a maximum of six years to complete secondary education.

The procedures for program delivery are outlined as follows. First, the learner comes to school once or twice a week according to a schedule jointly agreed with the subject area teacher for face-to-face interaction and evaluation of competencies. Subject areas with required hands-on experiences such as physical education, music, computer, and science laboratory, scheduled on an individual basis. Second, an OHSP class must not exceed 20 learners at a time. This class size will enable the OHSP teachers to attend to each learner who most likely will each have his/her own study program. Third, the results of the IRI and other assessment tools that may be administered by the OHSP committee members will be used to group learners for the purpose of facilitating teacher supervision of student progress. Finally, during the first half of the school year, meetings with teachers should be more frequent (i.e., weekly at least) to ascertain that students are engaged in independent learning. Once the students develop their own pace of working independently, the frequency of meetings may be decreased to monthly meetings in the second half of the school year. Schools are enjoined to use blended learning approach if possible, and to assist learners by enabling OHSP students to have access to all available learning resources.

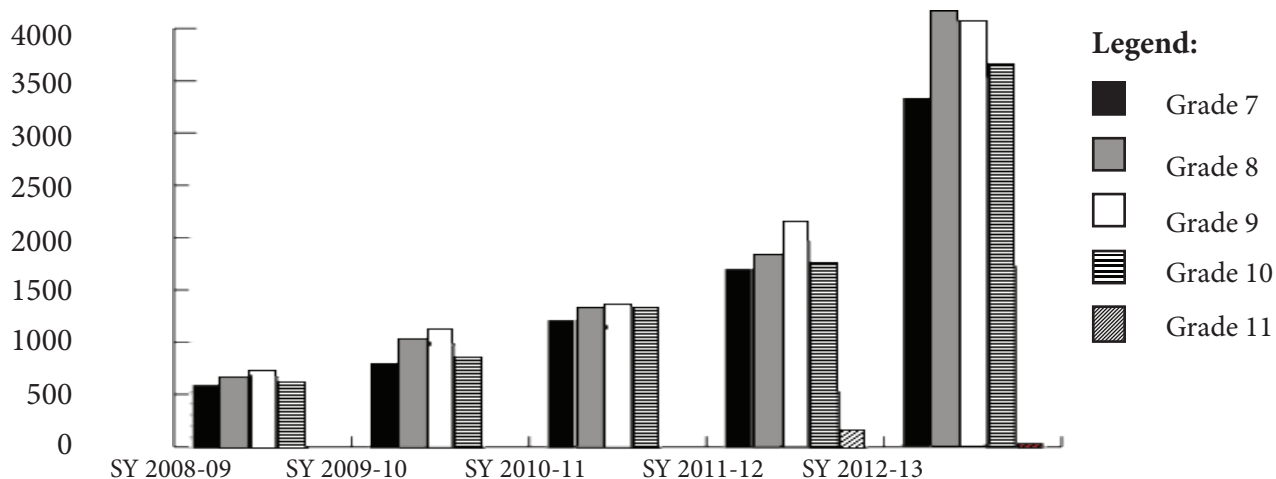
Figure 1 illustrates the OHSP implementation process flow (application, assessment, admission, program proper, and completion of the program) as described in the implementing guidelines (DepEd Order No. 46, s. 2006) and OHSP Handbook (July 2008).

FIGURE 1: OHSP Process Flow



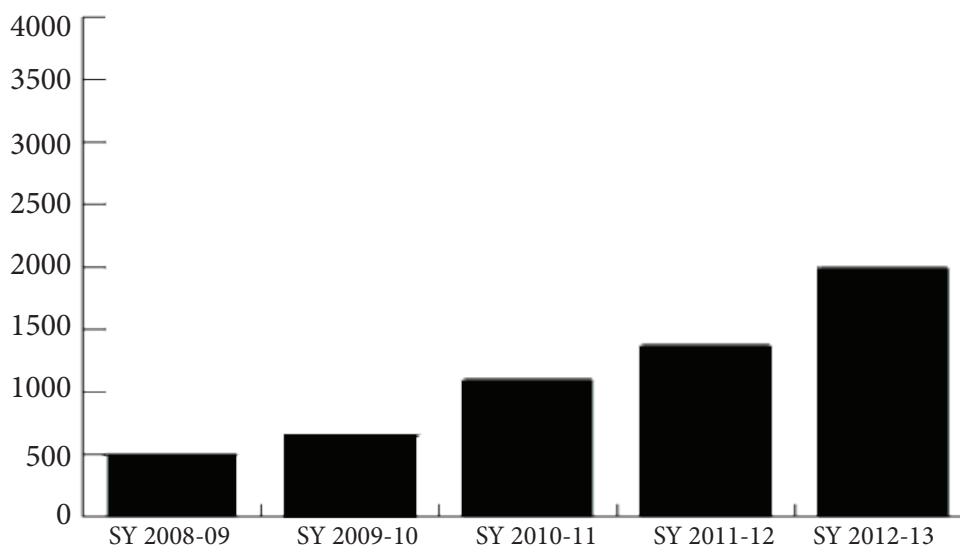
With 500 public high schools offering the program as of 2013, the number of OHSP enrollees has been growing since its implementation. From over 2,500 students from Grades 7 to 10 who enrolled in OHSP in SY 2008-2009 (n = 155 surveyed schools), OHSP enrollment had increased to over 15,000 in SY 2012-2013 for Grades 7 to 10, including some students who enrolled in Grade 11 under the Senior High School modelling program of DepEd (**Figure 2**).

FIGURE 2. OHSP Enrollment



The number of graduates had likewise grown from SY 2008-2009 to SY 2012-13 (n = 155 surveyed schools) (**Figure 3**). As shown in the figure, OHSP graduates had increased from about 500 in SY 2008-2009 to about 2,000 in SY 2012-2013.

FIGURE 3. OHSP Graduates



Rationale for Program Evaluation

As part of SEAMEO INNOTECH's contribution to support DepEd's K to 12 reforms, an evaluation study of the OHSP was committed to be undertaken and financed by the Center's Research and Innovation Fund. The research proposal was developed in coordination with DepEd particularly the OHSP Coordination Team under the guidance and technical leadership of the BSE Director.

Since its initial implementation in 1998, the OHSP has spread to different regions of the country. In view of this, it is appropriate to evaluate the OHSP to find out how it has been implemented, what challenges were faced by implementors, how key stakeholders view the program, what aspects of the OHSP need to be improved to make it a viable educational option for secondary school students, determine how it improve access to secondary education, and the extent to which the program has contributed to the advancement of functional literacy in the country. Moreover, it is relevant and timely to examine its responsiveness to the newly-approved K to 12 curriculum.

The viability of the OHSP as an alternative delivery system will redound to the fulfillment of the EFA goals and will contribute to the effective implementation of the K to 12 Program. The viability of the OHSP will be determined by examining its strengths and weaknesses, the performance of its students in comparison to that of the regular students, and the recognition of key areas that need to be improved to make the OHSP responsive for K to 12 adaptation.

Objectives of the Study

The OHSP evaluation study seeks to achieve four-pronged objectives: (1) to determine its *viability* as an alternative delivery mode (ADM) for secondary school curriculum; (2) to identify the *strengths* and *weaknesses* of the OHSP as an ADM strategy; (3) to compare the performance of OHSP and regular high school students; and (4) to identify areas for *improvement* of the OHSP to align it with the newly implemented K to 12 curriculum.

Evaluation Questions

The following evaluation questions are addressed in this study:

- 1) What did schools do to make the OHSP *work*? What aspects of the OHSP need to be *strengthened*?
- 2) How comparable are the OHSP and regular high school students in terms of their performance in five subjects, namely, math, science, English, Filipino, and araling panlipunan?
- 3) Which component/s of the OHSP need to be improved to make it responsive to the new Senior High School (Grades 11 to 12) program?

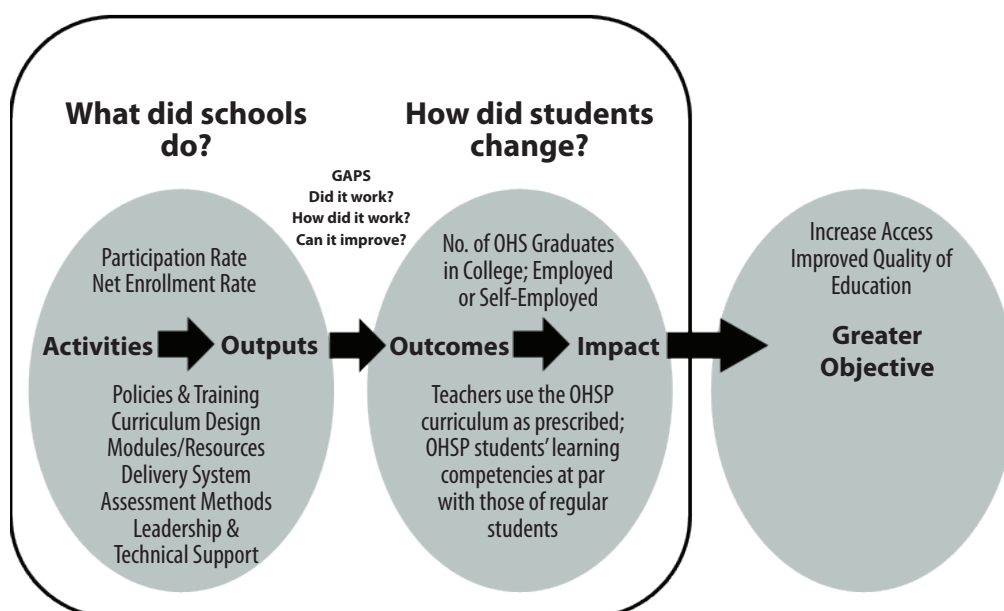
Evaluation Framework

The Evaluation Framework (Figure 4) is an adaptation of Stufflebeam’s CIPP model. The activities (context, input and process) result in a number of outputs which become the outcomes that create impact (product) in terms of the number of graduates who become self-employed or are employed by others. The study examines what schools have done and how students have changed as a result, thereby contributing to the overall objective of greater access to education and improvement of the educational system. Gaps in the implementation of the program will also be identified, and will be used as basis for recommendations. Questions such as “Did it work?”; “How did it work?”; and “What improvements should be made?” will point to areas that need to be addressed in the continued implementation of the program.

Indicators such as policies formulated and carried out, teacher training, curriculum design, modules and resources, delivery system, assessment methods, and leadership and technical support were examined. Participation and net enrollment rates were also obtained from schools implementing the program. Detailed evidence about student learning and teachers’ utilization of the curriculum, and general success measures such as the number of employed graduates were also surveyed.

The main focus of the OHSP evaluation study was the implementation of the program (what schools did) and how these school initiatives affected the academic performance of OHSP students (how students changed).

FIGURE 4. Evaluation Framework



Definition of Terms

Variables in the study and concepts used in the OHSP are defined as follows:

- **Completion Rate** is the percentage of first year entrants in a cycle of education surviving to the end of the cycle.
- **Dropout Rate** is the proportion of students who leave school during the year as well as those who complete the level but fail to enroll in the next level the following school year to the total number of students enrolled during the previous school year.
- **Enrollment Rate** is the total number of pupils/students who have registered in a class or school during the current school year.
- **Flexible Delivery** is the adoption of any of the various channels of learning to disseminate the pre-designed content in a manner that will consider the time, place, and other constraints of the learner.
- **Flexible Learning** means giving the learner choice in the mode of learning to be adopted within the context of the secondary education curriculum.
- **Graduation Rate** is the proportion of pupils/students who finished Grade VI/ Fourth Year in the present year to the number of pupils/students who enrolled in Grade VI/Fourth Year in the present year.
- **Independent learning** refers to self-directed study that the learner undertakes by himself at home, at the workplace, at the learning center or wherever learning can take place.
- **Multi-channel Learning** refers to a variety or multiple sources of information including both print and non-print media that are made available to the learner.
- **Open Learning** is an alternative delivery system to the highly structured face-to-face classroom instruction, giving the learner the option to choose the time, place, and pace of learning.
- **Participation rate** is the ratio between the enrollment in the school-age range to the total population of that age range.
- **Repetition Rate** is the proportion of pupils who enrol in the same grade/year more than once to the total number of pupils/students enrolled in that grade/year during the previous year.

- **Retention Rate** is the proportion of the enrollment in any school year that continues to be in school the following year.
- **Self-Paced Learning** is undertaken by the learner based on his/her capacity to perform the task rather than on a fixed timetable.
- **Survival Rate (Cohort)** is the population of enrollees in the beginning grade or year who reach the final grade or year at the end of the required number of years of study.

(Source: <http://www.nscb.gov.ph/ru12/DEFINE/DEF-EDUC.HTM>)

2

METHODOLOGY

Design

Samples

Data Collection

Data Collection Procedure

Data Analysis

Design

The evaluation study utilized a descriptive design combining quantitative survey and qualitative methods, undertaken in three phases. Phase 1 was a general survey of all schools implementing the OHSP, Phase 2 was a case study of selected schools, and Phase 3 was a comparison study on the academic performance (grades) of OHSP and regular high school students. The general survey of schools (Phase 1) was conducted using mailed questionnaire. The case study of schools (Phase 2) was accomplished through a visit of two SEAMEO-INNOTECH research staff. Finally, comparison of a sample of OHSP students and their regular high school cohorts (Phase 3) was performed using a statistical analysis of school records in four schools selected from NCR, and the three island groups.

Samples

Phase 1: School and Student Survey

Multi-stage sampling method was employed in selecting the participating schools and students in the study. The schools surveyed in Phase 1 were purposively identified from a list. From an original population of 855 schools *designated* as OHSP schools, the target population was modified to 500 based on the list of schools *actually* implementing OHSP as reported by DepEd Regional Offices to SEAMEO INNOTECH at the beginning of the study. It was decided that the sample size would be 30 percent of the target population, i.e., about 150 schools.

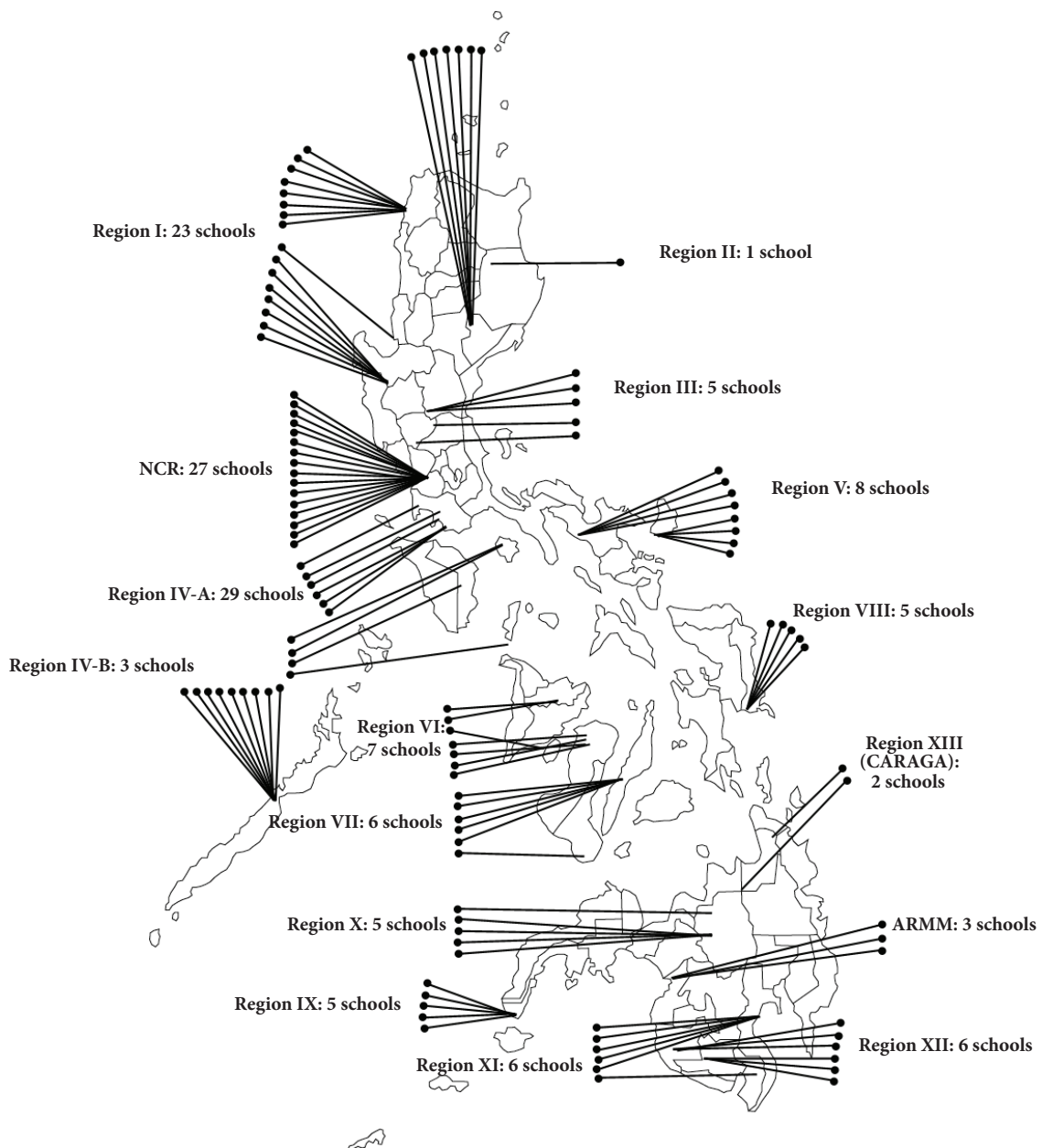
From a target population of 500 schools, 158 OHSP-implementing schools nationwide participated in the study (**Figure 5**). These schools represented 32 percent of the 500 OHSP implementing schools. Among these schools were 27 from NCR, 86 from Luzon, 18 from the Visayas, and 27 from Mindanao (**Table 1**). Three open high implementing schools from ARRM submitted the survey forms; however, these schools have no OHSP enrollment for SY 2013-2014, hence their school data were *not* included in the analysis for the school survey. This being the case, the official number of schools that fully participated in the study was only 155 (31%). Respondents were the school heads or the OHSP coordinator in case the school head was not available. In the student survey, the selection of the schools was largely based on the schools to be interviewed, but the actual selection of respondents was random.

TABLE 1. Distribution of Schools by Geographical Area

GEOGRAPHICAL AREA	NO. OF SCHOOL SURVEY FORMS RETRIEVED	NO. OF OHS INCLUDED IN THE STUDY	%
NCR	27	27	17%
Luzon	86	86	55%
Visayas	18	18	12%
Mindanao	27	24*	15%
TOTAL SCHOOLS	158	155	100%

*Three open high schools did not implement the program for SY 2013-2014

FIGURE 5. The Philippine Map Showing the Sites of 155 Schools



As for the student survey, 331 out of 345 OHSP participants who were sent questionnaires completed the instrument, representing 95.94 percent return rate. The distribution of these students by school, province, gender, and grade level is shown in Tables 3 to 5.

Phase 2: Focus Group Discussions

From the schools that participated in the survey, 17 schools were included in focus group discussions for case studies in Phase 2 (**Table 2**). Six of these schools are located in Luzon (Makati High School, Sangley Point National High School, J. Panganiban National High School in Camarines Norte, Camarines Norte National High School, Bangao National High School, and Sinipsip National High School); another six from the Visayas (Bacolod National High School, Babag National High School, Mabini Integrated School, Javier National High School, Ferrol National High School, and Odiongan National High School); and five from the Mindanao area (Kabasalan National High School, Manicahan National High School, Don Pablo Lorenzo Memorial High School, Parang National High School, and Amir Bara Lidasan National High School). In SY 2012-2013, Don Pablo Lorenzo Memorial High School recorded the highest OHSP enrollment (849 students), while during that same period, Kabasalan National High School had no enrollment at all. This is possibly due to the situation of armed conflict in Zamboanga Sibugay during that school year. Except for Don Pablo Lorenzo Memorial High School, boys outnumbered the girls in all schools.

TABLE 2. Information about 17 OHSP-Implementing Schools in Phase 2

NAME OF SCHOOL	DIVISION	SY START OF OHSP IMPLEMENTATION	ENROLLEES (SY 2012-2013)		
			Male	Female	Total
1. Makati HS	Makati City	2001-2002	212	129	341
2. Sangley Point NHS	Cavite City	2012-2013	27	16	43
3. Bacolod City NHS	Bacolod City	2009-2010	94	76	170
4. Babag NHS	Lapu-Lapu City	2007-2008	173	94	267
5. Mabini Integ Sch	Cebu City	2007-2008	8	0	8
6. Javier NHS	Leyte	2008-2009	37	21	58
7. J Panganiban NHS	Camarines Norte	2007-2008	152	90	242
8. Cam Norte NHS	Camarines Norte	2006-2007	42	41	83
9. Kabasalan NHS	Zamboanga Sibugay	2013-2014	0	0	0
10. Manicahan NHS	Zamboanga City	2011-2012	54	26	80
11. Don Pablo Lorenzo MHS	Zamboanga City	2005-2006	383	466	849
12. Parang NHS	Maguindanao	2006-2007	0	2	2

NAME OF SCHOOL	DIVISION	SY START OF OHSP IMPLEMENTATION	ENROLLEES (SY 2012-2013)		
			Male	Female	Total
13. Amir Bara Lidasan NHS	Maguindanao	2007-2008	2	1	3
14. Bangao NHS	Benguet	2008-2009	25	19	44
15. Sinipsip NHS	Benguet	2006-2007	11	4	15
16. Ferrol NHS	Romblon	2008-2009	5	1	6
17. Odiongan NHS	Romblon	2011-2012	61	23	84
Total			1,286	1,009	2,295

These 17 schools were selected on the basis of their high OHSP enrollment during the previous school year 2011-2012. From these schools, 203 individuals participated in focus group discussions (FGDs), most of whom were students (n = 80 or 39.4%) and teachers (n = 72 or 35.5%). Most of the principals and OHSP coordinators and a few guidance counselors joined the FGDs (**Table 3**). Some parents, one administrative officer (AO) of a school, and a member of the media were also among those who participated in the FGDs.

TABLE 3. Distribution of FGD Participants in Phase 2

CATEGORY	COUNT	PERCENTAGE
School Principal	13	6.4
OHSP Coordinator	13	6.4
Guidance Counselor	7	3.4
Teacher	72	35.5
Student	80	39.4
Parent	16	7.9
Others (AO, media)	2	1.0
TOTAL	203	100

Phase 3: Comparison of OHSP and Regular High School Students

Finally, in comparing OHSP and regular high school student performance, a sample of 1,578 students was taken from four schools representing the four geographical areas: NCR, Luzon, Visayas, and Mindanao (Annex E). Four hundred (25.35%) students came from the NCR school, another 400 (25.35%) from the Luzon school, 383 (24.27%) from a school in Visayas, and 395 (25.03%) from a school in Mindanao (Table 4).

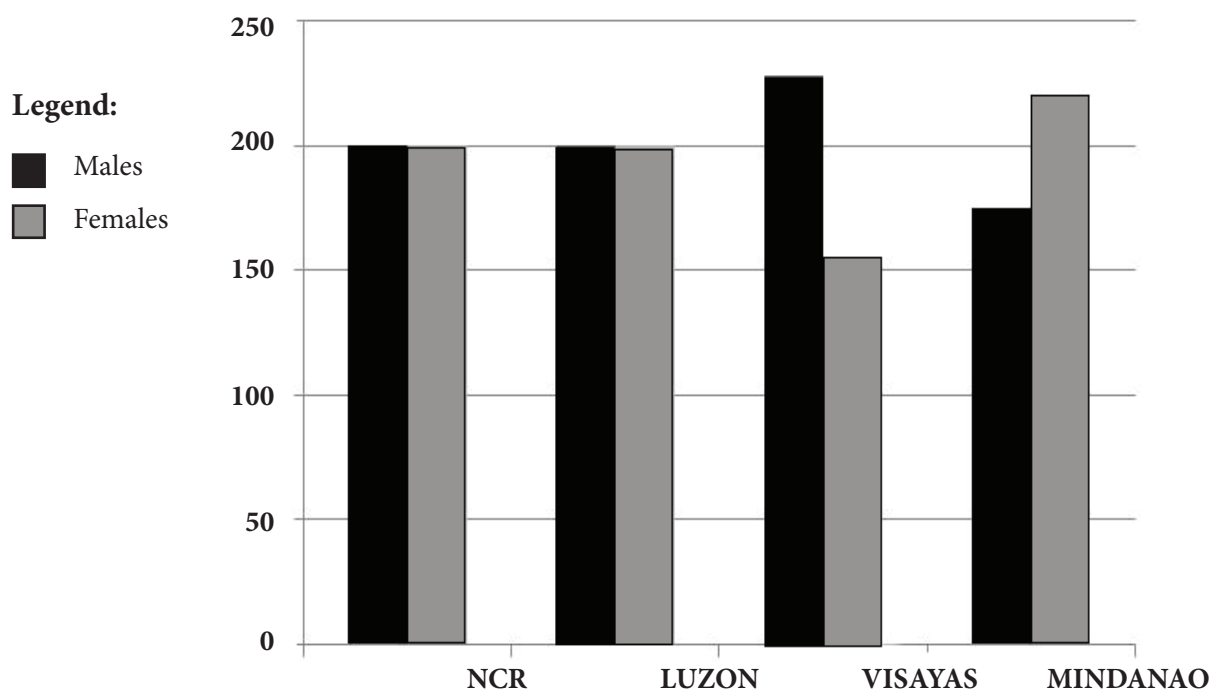
For this phase of the study, the researchers tried to have about 50 students in each year level, the number equally divided into males and females students. In the schools from NCR and Luzon, the number of OHSP students was large enough to obtain the sample sizes desired. However, in the schools from Visayas and Mindanao, the OHSP enrollment was small, so the entire population of OHS students for certain year levels was included.

TABLE 4. Sample for Comparability of OHSP and Regular High School

LOCATION (OHS & REG HS)	OHS			REGULAR HS			COMBINED		
	M	F	T	M	F	T	M	F	T
1. NCR									
First Year	25	25	50	25	25	50	50	50	100
Second Year	25	25	50	25	25	50	50	50	100
Third Year	25	25	50	25	25	50	50	50	100
Fourth Year	25	25	50	25	25	50	50	50	100
2. LUZON									
First Year	25	25	50	25	25	50	50	50	100
Second Year	25	25	50	25	25	50	50	50	100
Third Year	25	25	50	25	25	50	50	50	100
Fourth Year	25	25	50	25	25	50	50	50	100
3. VISAYAS									
First Year	26	10	36	28	21	49	54	31	85
Second Year	31	18	49	21	29	50	52	47	99
Third Year	29	21	50	29	20	49	58	41	99
Fourth Year	30	20	50	34	16	50	64	36	100
4. MINDANAO									
First Year	23	27	50	22	23	45	45	50	95
Second Year	20	30	50	20	30	50	40	60	100
Third Year	19	31	50	26	24	50	45	55	100
Fourth Year	20	30	50	25	25	50	45	55	100
TOTAL NO. (%)	398 (50.70)	387 (49.30)	785	405 (51.07)	388 (48.93)	793	803 (50.89)	775 (49.11)	1578

The desired sample size among OHSP and Regular High School students was obtained for schools representing NCR and Luzon. Both schools had large OHSP and Regular High School student populations which allowed random sampling to obtain the same number of male and female students (**Figure 6**).

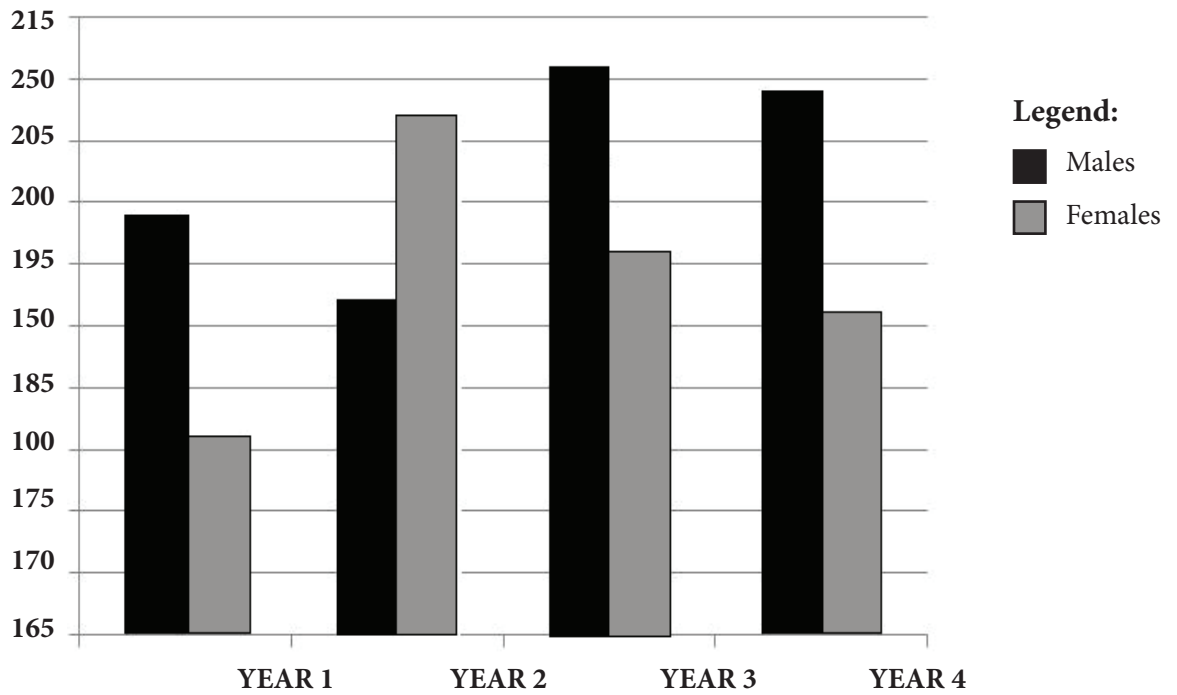
FIGURE 6. Distribution of Gender Groups by Location



Overall, the distribution of male ($n = 398$ or 50.70%) and female ($n = 387$ or 49.30%) students for the OHSP was about the same as that of the regular high school group in which 405 (51.07%) were males and 388 (48.93%) were females. The combined sample size for the two groups showed about equal distribution of male ($n = 803$ or 50.89%) and female ($n = 775$ or 49.11%) students.

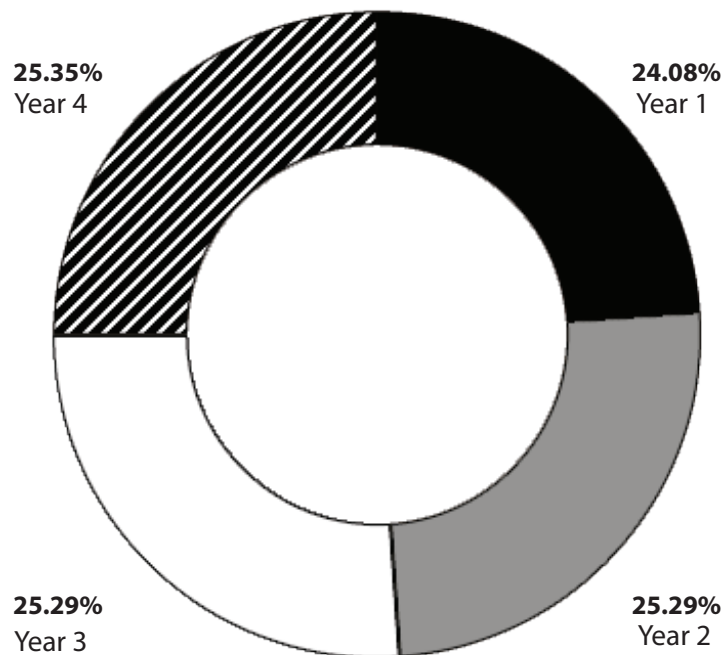
The gender group distribution across year levels (**Figure 7**) shows that for all year levels, except for the Second Year group, there were *more* males than females in the combined samples of OHSP and regular high school students.

FIGURE 7. Distribution of Gender Groups across Year Level



Among these 1,578 students were 380 (24.08%) First Year, 399 (25.29%) Second Year, 399 (25.29%) Third Year, and 400 (25.35%) Fourth Year students (**Figure 8**).

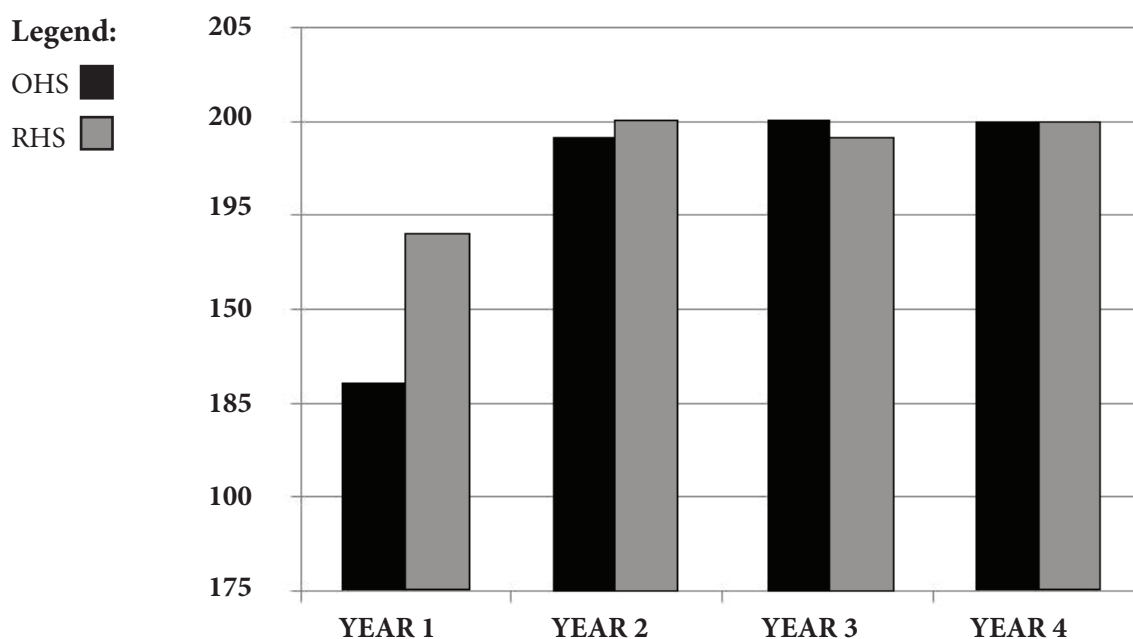
FIGURE 8. Distribution of Students by Year Level



The lowest sample size in the OHSP group was for First Year students in the school in the Visayas ($n = 36$), twenty-six (26) of whom were males, and ten were females. Notwithstanding the difference in sample sizes for males and females, it was, however, ensured that the intended total sample size ($n = 50$) for each year level of OHSP students was achieved.

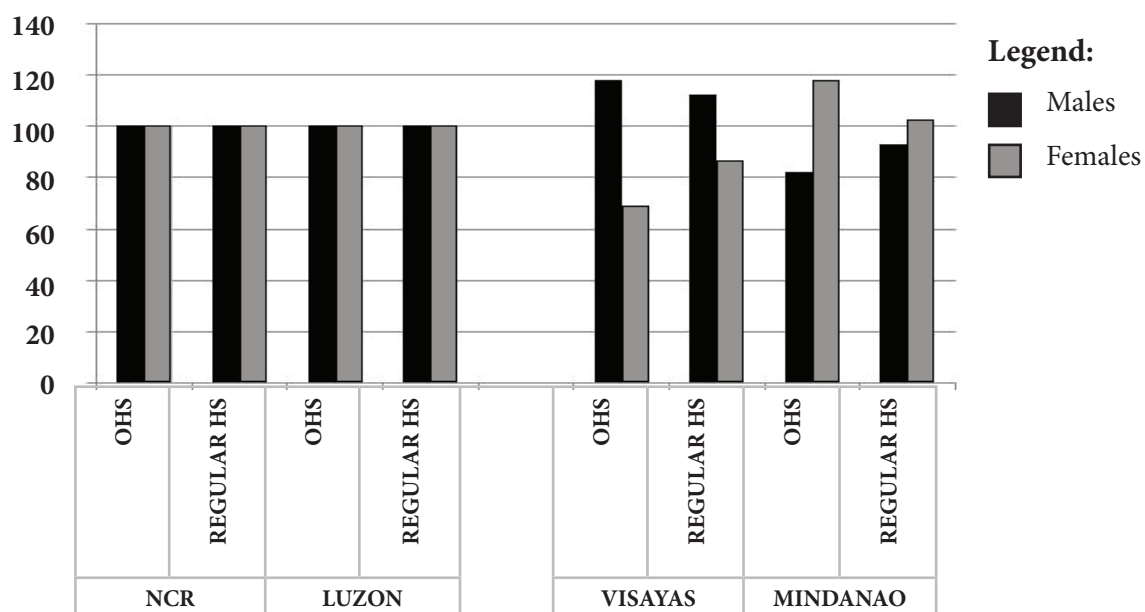
For each year level, there was about equal number of OHSP and Regular High School students in the sample: 186 (48.95%) OHSP and 194 (51.05%) Regular High School among the 380 First Year students; 199 (49.87%) OHSP and 200 (50.12%) Regular High School among 399 Second Year; 200 (50.12%) OHSP and 199 (49.87%) Regular High School among 399 Third Year; and 200 (50.00%) OHSP and 200 (50.00%) Regular High School among the 400 Fourth Year students (**Figure 9**).

FIGURE 9. Distribution of OHSP and Regular High School Students According to Year Level



However, in the schools from the Visayas and Mindanao, sample sizes for males and females depended on the population of OHSP students (**Figure 10**). Students enrolled in OHSP in these two schools tended to be too few to allow random sampling for equal number of male and female students. In the school representing the Visayas, boys outnumbered the girls. In the school representing Mindanao, it was the opposite: there were more girls in both OHSP and regular high school.

FIGURE 10. Distribution of OHSP and Regular High School by Gender



A summary of the participants for the evaluation study is presented in **Table 5**.

TABLE 5. Summary Table for Sample

GEOGRAPHICAL	PHASE 1				PHASE 2				PHASE 3			
	Schools n (%)		Schools n (%)		Schools n (%)		FGD Part n (%)		Schools n (%)		Schools n (%)	
NCR	27	(17.42)	32	(9.67)	1	(5.88)	10	(4.93)	1	(25.00)	400	(25.35)
LUZON	86	(55.48)	116	(35.04)	5	(29.41)	69	(33.99)	1	(25.00)	400	(25.35)
VISAYAS	18	(11.61)	133	(40.18)	6	(35.29)	74	(36.45)	1	(25.00)	383	(24.27)
MINDANAO	24	(15.48)	50	(15.10)	5	(29.41)	50	(24.63)	1	(25.00)	395	(25.03)
TOTAL	155		331		17		203		4		1578	

Data Collection

Four methods of collecting data were utilized in the evaluation study. First, two questionnaires were used, one for schools and another one for students. These questionnaires were the first level of data collection, offering general information that serve as baseline data. Second, *focus group discussion (FGD)* was conducted in Phase 2 schools. Data collected from FGDs were more detailed and site-specific narratives of personal experiences of the participants. Finally, records of final grades in five subjects (SY 2012-2013) for a sample of OHSP and regular high school students (First to Fourth Year levels) were obtained from four schools.

The *School Survey* included *school profile* in terms of population and performance indicators such as enrollment rate, participation rate, retention rate, completion rate, survival rate, repetition rate, dropout rate, and NAT average for four school years (2008 to 2012). The questionnaire also obtained specific information about the *OHSP in the school* such as contact person (coordinator); roles played by implementors; teaching assignments; teacher training; learning materials; OHSP enrollment; profile of learners with regard to characteristics such as age, socio-economic status, and ethnicity; involvement of OHSP student's family; learning strategies and materials including quality of modules; assessment methods used; and monitoring and evaluation procedures. The last part of the school survey inquired about *management* of the OHSP, encompassing respondents' familiarity with OHSP policies; partnerships with local and/or national organizations; advocacy efforts and strategies; facilities, budget and fund sourcing; success stories; best attributes of their OHSP implementation; innovations introduced, if any; views about OHSP as an intervention for educational problems; problems encountered; adaptability of the OHSP to the new K to 12 basic education curriculum; and preparations that need to be made in order to make this adaptation.

The *Student Survey* gathered specific learner data such as basic demographic information including age, gender, grade level, first enrollment in OHSP, means of transportation for weekly meetings, employment if any, parents' employment and educational background, family income, and number of siblings; their OHSP experiences such as subjects most and least liked, study area, access to learning resources and facilities such as library, computer laboratory, and guidance service, and attendance at school activities like sports, cultural and extracurricular programs. Learners were also asked to describe the OHSP in terms of advocacy, enrollment factors, tests administered, quality of the OHSP handbook supposed to have been issued to them upon enrollment and learning modules, class meetings with teachers and fellow learners, learning activities provided by the teacher, supplementary learning materials if any, assignments given, and assistance provided by the school, their family involvement in their schooling, their plans after graduation, and areas of improvement for the OHSP.

In Phase 2, focus group discussions covered the following points: (1) background of the OHSP as implemented in the school and reasons for offering OHSP; (2) success stories and best practices; (3) instructional and non-instructional interventions; (4) issues and recommendations for improvement; and (5) ideas and suggestions for adapting the OHSP to the K to 12 program in which two additional years of high school (Grades 11 and 12) will be added.

In Phase 3, grades of selected OHSP and regular students from four schools were obtained with permission from the principal. Code numbers were used to replace names of students to ensure that their identities were protected.

Random selection was applied in choosing the students for the comparison. Fifty students were selected from the OHSP and regular high school pool of students, except in the First and Second Year OHSP groups from the Visayas in which the entire class of OHSP students comprised *the* sample. To ensure equal representation of gender groups, half of the sample (n = 50) for each year level was selected from the female subgroup (n = 25) and the other half from the male subgroup (n = 25) where possible.

Some of the limitations of the study with regard to data collection were those typical of the methods used. For mailed surveys, a few respondents omitted some items. Some misunderstood the information required. One such error was providing data on the total school enrollment when asked about OHSP enrollment. In a few FGDs, experiences and views of some key implementors (principal, guidance counselor) were not obtained because they were not available during the FGDs.

Data Collection Procedure

Phase 1 of the study was carried out from February to March 2013. Questionnaires for schools and students were sent to principals and/or OHSP coordinators of 500 schools by post mail. The survey forms were retrieved from April to August 2013 by post mail, facsimile, and email. Some schools were not able to submit the questionnaires despite several reminders and repeated follow-up. One common reason given by OHS principals or coordinators was their lack of time to complete the instrument. Moreover, other schools may no longer be actively implementing the OHSP thus, the non-submission of survey forms.

From the schools (n = 155) that participated in Phase 1, seventeen schools (10.97%) were selected for Phase 2. School visits and FGDs were conducted in these schools from February 27 to March 22, 2013. Every key person involved in OHSP in each school was invited to participate in the FGD.

Four schools from the 17 schools in Phase 2 were selected for Phase 3 on the basis of OHSP enrollment. From each of four geographical locations (NCR, Luzon, Visayas and Mindanao) the OHSP-implementing school with the *highest* OHSP enrollment was included in this phase. School records of OHSP students' final grades in English, Filipino, math, science, and social science (araling panlipunan) were requested from school principals. Copies of these records were obtained personally by researchers with the assistance of the OHSP coordinators. The same kinds of data were collected for a pool of cohorts from the regular school enrollment in the same school.

Data Analysis

Responses to the school and student surveys were summarized using frequencies and percentages for categorical data, and descriptive statistics (mean and standard deviation) for quantitative data. Content analysis was applied for qualitative data in which responses were organized according to themes. Discussion notes from FGDs were weaved into school profiles in the form of narratives. To summarize the points mentioned by FGD participants, themes were also derived from the discussion notes. Finally, descriptive (mean and standard deviation) and inferential statistics were applied to grades of OHSP and regular high school students to examine the extent to which they are comparable. The independent t-test was used when comparison data were in the form of percentages. However, in some schools, grades were reported in terms of categories (Annex F), hence, the Mann-Whitney U test (Annex G), a nonparametric equivalent of the t-test, was applied.



3

PROFILE OF RESPONDENTS

Phase 1A - School Survey

Phase 1B - Student Survey

Phase 1A-School Survey

■ NAT Performance, Enrollment and OHSP Staff

The mean NAT average of the schools (n = 118 or 76.13%) was 50.03 (SD = 8.96), the highest being 83.75 (Batac National High School, Ilocos Norte) and the lowest 32.31 (Bungiao National High School, Zamboanga City). The average enrollment in these schools ranged from 3,000 to 4,000 from Grades 7 to 10 (Table 6). Six of the schools have implemented the new K to 12 curriculum which explains enrollment in Grade 11. The average number of OHSP teachers was 59 (SD = 61.72), with Baguio National High School registering the highest number of teachers (337) and M.H. Del Pilar National High School of Bulacan the lowest (4 teachers). On the average, OHSP schools had about 11 non-teaching staff, the highest number (113) found in Sta. Lucia National High School in Pasig City; 11 schools had no non-teaching staff at all.

TABLE 6. Average National Achievement Test (NAT), Enrollment and OHSP Staff of Schools Surveyed

VARIABLE	N (%)		MIN	MAX	MEAN	SD
NAT Average	118	(76.13)	32.31 (Bungiao NHS, Zamboanga City)	83.75 (Batac NHS, Ilocos Norte)	50.03	8.96
ENROLLMENT						
Grade 7	151	(97.42)	7 (MH Del Pilar NHS, Bulacan)	3,842 (Paranaque NHS, Paranaque)	553.48	618.42
Grade 8	148	(95.48)	8 (Baliwagan NHS, Misamis Oriental)	3,236 (Batasan NHS, Quezon City)	508.21	557.47
Grade 9	148	(95.48)	2 (Baliwagan NHS, Misamis Oriental)	3,059 (Batasan NHS, Quezon City)	473.44	517.79
Grade 10	149	(96.13)	5 (Baliwagan NHS, Misamis Oriental)	2,719 (Batasan NHS, Quezon City)	417.43	457.27
Grade 11	6	(3.87)	0 (Silway-8 NHS, S. Cotabato; Kabasalan NHS, Zamboanga; Sibugay; Buenavista NHS, Quezon)	67 (Banna NHS, Ilocos Norte)	25.00	29.99

VARIABLE	N (%)		MIN	MAX	MEAN	SD
OHSP STAFF						
Teaching	145	(93.55)	4 (MH Del Pilar NHS, Bulacan)	337 (Baguio NHS, Baguio City)	59.05	61.72
Non-teaching	142	(91.61)	0 (11 schools)	113 (Sta. Lucia NHS, Pasig City)	11.08	14.46

* NHS = National High School

Phase 1B-Student Survey

The largest number of student respondents (Table 7) came from Jose Panganiban National High School (n = 48 or 14.50%), Babag National High School (n = 40 or 12.08%), Odiongan National High School (n = 40 or 12.08%), Bacolod City National High School (n = 36 or 10.88%), and Makati High School (n = 32 or 9.67%).

TABLE 7. Distribution of OHSP Student Survey Respondents by School

SCHOOL	PROVINCE	NUMBER (%)	
1. Makati High School	NCR	32	(9.67)
2. Bangao National High School	Benguet	20	(6.04)
3. Sinipsip National High School	Benguet	13	(3.93)
4. Sangley Point National High School	Cavite	12	(3.62)
5. Camarines Norte National High School	Camarines Norte	18	(5.44)
6. Jose Panganiban National High School	Camarines Norte	48	(14.50)
7. Jose Leido Jr. Memorial High School	Mindoro Oriental	5	(1.51)
8. Ferrol National High School	Romblon	3	(0.91)
9. Odiongan National High School	Romblon	40	(12.08)
10. Bacolod City National High School	Negros Occidental	36	(10.88)
11. Babag National High School	Cebu	40	(12.08)
12. Mabini Integrated School	Cebu	5	(1.51)
13. Javier National High School	Leyte	9	(2.72)
14. Amir Bara Lidasan National High School	Maguindanao	3	(0.91)
15. Matanog National High School	Maguindanao	5	(1.51)
16. Parang National High School	Maguindanao	3	(0.91)
17. Don Pablo Lorenzo Memorial High School	Zamboanga del Sur	18	(5.44)
18. Manicahan National High School	Zamboanga del Sur	20	(6.04)
19. Kabasalan National High School	Zamboanga Sibugay	1	(0.30)
TOTAL		331	(100)

Camarines Norte (n = 66 or 19.94%), Cebu (n = 45 or 13.60%), and Romblon (n = 43 or 12.99) were the provinces with the highest student participation for the study (Table 8).

TABLE 8. Distribution of OHSP Student Survey Respondents by Province

PROVINCE	STUDENT RESPONDENTS	
	NUMBER	%
1. Benguet	33	9.97
2. Camarines Norte	66	19.94
3. Cavite	12	3.62
4. Cebu	45	13.60
5. Leyte	9	2.72
6. Maguindanao	11	3.32
7. Mindoro Oriental	5	1.51
8. NCR	32	9.67
9. Negros Occidental	36	10.88
10. Romblon	43	12.99
11. Zamboanga del Sur	38	11.48
12. Zamboanga Sibugay	1	0.30
TOTAL	331	100.00

About one-fifth of student respondents represented each level from Grades 7 to 9 (n = 71 or 21.45%, n = 71 or 21.45%, and n = 76 or 22.96%, respectively) while about one-half (n = 83 or 25.07%) were in Grade 10 (Table 9). Twenty-one (6.34%) student respondents were enrolled in Grade 11 of the new K to 12 curriculum under the Senior High School modelling program of DepEd. At the time of the study, Grade 12 was not yet implemented.

TABLE 9. Distribution of Student Respondents by Grade Level

GRADE/YEAR LEVEL	NUMBER (%) OF STUDENTS	
7	71	(21.45)
8	71	(21.45)
9	76	(22.96)
10	83	(25.07)
11	21	(6.34)
12	0	0
No answer	9	(2.72)
TOTAL	331	(100%)

There were more female students (n = 171 or 52%) than males (n = 145 or 44%) who turned in student survey questionnaires (Table 10).

TABLE 10. Distribution of OHSP Student Survey Respondents by Gender

GENDER	NO. OF STUDENTS	PERCENTAGE
Male	145	44
Female	171	52
No answer	15	4
TOTAL	331	100

The modal age was 17 years, the mean was 19 years, the youngest being 12 years of age, and the oldest was 58 years old (Table 11).

TABLE 11. Distribution of OHSP Student Survey Respondents by Age (in years)

AGE OF RESPONDENTS (n = 331)	
Mode	17
Median	18
Mean	19
Minumum	12
Maximum	58
19 years old & above	n = 134 (40%)

Only about three-fifths (n = 197 or 59.5%) were of school age, i.e., 12 to 18 years, and about two-fifths (n = 134 or 40.5%) were overaged, i.e., 19 years and older (Table 12). There were more female students (n = 106 or 32.0%) than males (n = 80 or 24.2%) who were of secondary school age. However, there were the same number of males and females who were overaged.

TABLE 12. Distribution of Student Respondents by Age across Gender (n = 331)

AGE GROUP	MALE f (%)		FEMALE f (%)		NOT INDICATED f (%)		TOTAL f (%)	
12-18 yrs	80	(24.2)	106	(32.0)	11	(3.3)	197	(59.5)
19 & older	65	(19.6)	65	(19.6)	4	(1.2)	134	(40.5)

The younger students (ages 12 to 14) are mostly in grade levels 7 to 9 (**Table 13**). Older students who were still within secondary school age (ages 15 to 18) were spread out through all secondary grade levels. Those who belonged to the lower ranges of overaged students (ages 19 to 22) were also dispersed across grade levels. However, older overaged students seemed to be limited to the higher grade levels.

TABLE 13. Distribution of Student Respondents by Age across Grade Level (n = 331)

AGE	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	NO ANSWER	TOTAL
12	1							1
13	14	1						15
14	12	5	1					18
15	6	9	3	2	1		1	22
16	9	13	9	19	4		1	55
17	8	11	14	9	1			43
18	7	9	5	12	5			38
19	3	6	16	8	5			38
20	2	8	11	2	1		2	26
21	4	4	3	9	1		1	22
22	1	1	4	5	2		1	14
23	1	2	2	2				7
24		1	2	7	1			11
25			1	1				2
27			1				1	2
29			2	1				3
30			1	2			1	4
33				1				1
35				1				1
42				1				1
44				1				1
58							1	1
No answer								5
TOTAL								331

Forty percent of the 331 student-respondents were overaged, 27 (8.16%) of whom came from Makati High School, 21 (6.34%) from Jose Panganiban National High School in Camarines Norte, and 19 (5.74%) from Bacolod City National High School (**Table 14**). These overaged students came from 10 out of the 12 provinces (**Table 15**).

TABLE 14. Distribution of Overaged Students by School

SCHOOL	PROVINCE	NO. (%)	
1. Amir Bara Lidasan National HS	Maguindanao	3	(0.91)
2. Babag National High School	Cebu	17	(5.14)
3. Bacolod City National HS	Negros Occidental	19	(5.74)
4. Bangao National High School	Benguet	13	(3.93)
5. Camarines Norte National HS	Camarines Norte	6	(1.81)
6. D Pablo Lorenzo Memorial HS	Zamboanga del Sur	7	(2.11)
7. Javier National High School	Leyte	3	(0.91)
8. Jose Leido Jr. Memorial HS	Mindoro Oriental	1	(0.30)
9. Jose Panganiban National HS	Camarines Norte	21	(6.34)
10. Mabini Integrated School	Cebu	2	(0.60)
11. Makati High School	NCR	27	(8.16)
12. Manicahan National HS	Zamboanga del Sur	9	(2.72)
13. Matanog National High School	Maguindanao	1	(0.30)
14. Odiongan National High School	Romblon	2	(0.60)
15. Parang National High School	Maguindanao	3	(0.91)
TOTAL		134	(40.48)

TABLE 15. Distribution of Overaged Respondents across Provinces

PROVINCE	NO. (%)	
1. Benguet	13	(3.93)
2. Camarines Norte	27	(8.16)
3. Cebu	19	(5.74)
4. Leyte	3	(0.91)
5. Maguindanao	7	(2.11)
6. Mindoro Oriental	1	(0.30)
7. NCR	27	(8.16)
8. Negros Occidental	19	(5.74)
9. Romblon	2	(0.60)
10. Zamboanga del Sur	16	(4.83)
TOTAL	134	(40.48)

The most number of overaged (ages 19 and above) students came from the NCR and Camarines Norte (n = 27 or 8.16% of the 331 students). None of the overaged student-respondents came from Cavite or Zamboanga Sibugay. Most of the overaged students who turned in survey sheets came from Grades 9 and 10 (Table 16).

TABLE 16. Distribution of Overaged Respondents by Grade Level

GRADE LEVEL	COUNT	(%)
7	11	3.32
8	22	6.65
9	43	12.99
10	41	12.39
11	10	3.02
12	0	0
Not indicated	7	2.11
TOTAL	134	40.48

Working Students

About three-fifths (n = 185 or 55.9%) of the student respondents were working students (Table 17). The number is about equally divided between gender groups with the female group slightly higher (Table 18).

TABLE 17. Working Students

WORKING STUDENT	NO. (%)	
Yes	185	(55.89)
No	125	(37.76)
No answer	21	(6.34)
TOTAL	331	(100)

TABLE 18. Distribution of Working Students by Gender

GENDER	COUNT (%)	
Male	86	(25.98)
Female	90	(27.19)
Not indicated	9	(2.72)
TOTAL	185	(55.89)

Most working students were in Grade 10 (Table 19), and there were more of them between ages 16 and 20 (Table 20) with the number gradually decreasing from 15 to younger years and from 21 to older years.

TABLE 19. Distribution of Working Students by Grade Level

GRADE LEVEL	NO. (%) OF STUDENTS	
7	37	(11.18)
8	41	(12.39)
9	39	(11.78)
10	51	(15.41)
11	12	(3.62)
12	0	0
Not indicated	5	(1.51)
TOTAL	185	(55.89)

TABLE 20. Distribution of Working Students by Age

AGE	NO. (%) OF STUDENTS	
13	7	(2.11)
14	4	(1.21)
15	9	(2.72)
16	23	(6.95)
17	28	(8.46)
18	26	(7.85)
19	21	(6.34)
20	20	(6.04)
21	14	(4.23)
22	8	(2.42)
23	5	(1.51)
24	6	(1.81)
25	2	(0.60)
29	1	(0.30)
30	3	(0.91)
33	1	(0.30)
42	1	(0.30)
44	1	(0.30)
58	1	(0.30)
Not indicated	4	(1.21)
TOTAL	185	(55.89)

Working hours ranged from 1 to 5 to 26 to 30 hours per week (**Table 21**). Most working students were employed from 6 to 10 hours (n = 33 or 9.97%) and 11 to 15 hours (n = 31 or 9.36%) weekly.

TABLE 21. Working Hours Per Week of Working Students

WORKING HOURS PER WEEK	NUMBER (%)	
1 - 5 hours per week	6	(1.81)
6 - 10 hours per week	33	(9.97)
11 - 15 hours per week	31	(9.36)
16 - 20 hours per week	4	(1.21)
21 -25 hours per week	2	(0.60)
26 - 30 hours per week	2	(0.60)
31 - 35 hours per week	3	(0.91)
36 - 40 hours per week	17	(5.14)
More than 40 hours per week (including stay-in)	45	(13.60)
Not indicated	42	(12.69)
TOTAL	185	(55.89)

Bacolod City National High School had the most number (n = 35 or 10.57%) of working students (Table 22).

TABLE 22. Distribution of Working Students by School

SCHOOL	PROVINCE	NO. (%) OF STUDENTS	
1. A Bara Lidasan NHS	Maguindanao	2	(0.60)
2. Babag National HS	Cebu	25	(7.55)
3. Bacolod City NHS	Negros Occidental	35	(10.57)
4. Bangao National HS	Benguet	16	(4.83)
5. Camarines Norte National High School	Camarines Norte	8	(2.42)
6. D Pablo Lorenzo Mem HS	Zamboanga del Sur	11	(3.32)
7. Javier National HS	Leyte	6	(1.81)
8. Jose Leido Jr. Mem HS	Mindoro Oriental	2	(0.60)
9. Jose Panganiban NHS	Camarines Norte	26	(7.85)
10. Mabini Integrated School	Cebu	1	(0.30)
11. Makati High School	NCR	12	
12. Manicahan National HS	Zamboanga del Sur	15	
13. Matanog National HS	Maguindanao	2	
14. Odiongan National HS	Romblon	12	
15. Parang National HS	Maguindanao	2	
16. Sinipsip National HS	Benguet	10	
TOTAL		185	

Accordingly, Negros Occidental, followed by Camarines Norte (**Table 23**), registered the highest number of working students (n = 35 or 18.92% and n = 34 or 18.38%, respectively). A good number came from Benguet, Cebu, and Zamboanga del Sur (n = 26 or 14.05% each).

TABLE 23. Province of Origin and Type of Work of Working Students

PROVINCE	NUMBER (%)		TYPE OF WORK
1. Benguet	26	(14.05)	dispatcher, farmer, front desk officer, receptionist, store keeper
2. Camarines Norte	34	(18.38)	baker, vendor, entrepreneur, delivery boy, dishwasher, farmer, miner, house helper, room attendant, saleslady, technician, tricycle driver, welder
3. Cebu	26	(14.05)	house helper, baker, car painter, farmer, delivery boy, store attendant, vendor, waiter
4. Leyte	6	(3.24)	laundry girl, sales lady, farmer
5. Maguindanao	6	(3.24)	construction worker, house helper, janitor, salesman, waitress
6. Mindoro Oriental	2	(1.08)	cook and waiter
7. National Capital Region	12	(6.49)	advertising and marketing, entrepreneur, delivery boy, house helper, receptionist, tricycle driver, waiter
8. Negros Occidental	35	(18.92)	Poultry laborer, cook, flower arranger, furniture painter, gardener, hairstylist, house helper, vendor, tricycle driver
9. Romblon	12	(6.49)	saleslady
10. Zamboanga del Sur	26	(14.05)	construction worker, factory worker, waiter, farmer, house helper, laundry girl, saleslady, therapist, waiter, furniture maker
TOTAL	185		

OHSP working students were employed as agricultural workers (farmers), miners, welders, salespersons, construction workers, factory workers, household helpers, to name a few (**Table 24**).

TABLE 24. Distribution of Working Students by Occupational Classification (n = 185)

OCCUPATIONAL CLASSIFICATION*	NO. (%) OF STUDENTS	
Proprietors (e.g., buy and sell activities, entrepreneurs)	2	(1.08)
Clerks (e.g., dispatcher, front desk officer, receptionist)	4	(2.16)
Technicians and Associate Professionals (e.g., technician, packaging inspector)	2	(1.08)
Service Workers and Shop and Market Sales Workers (e.g., store keeper, vendor, room attendant, salesperson, waiter, cook, advertising and marketing worker, hairstylist, therapist)	26	(14.05)
Farmers, Forestry Workers and Fishermen	20	(10.81)
Trades and Related Workers (e.g., flower arranger, furniture painter, baker, welder, car painter, construction worker, furniture maker)	9	(4.86)
Plant and Machine Operators and Assemblers (e.g., tricycle driver, factory cutter)	7	(3.78)
Laborers and Unskilled Workers (e.g., delivery boy, dishwasher, miner, house help, vendor, janitor, launderer, poultry laborer, gardener)	66	(35.68)
No/unclear answers	49	(26.49)
TOTAL	185	

* Note: Based on DOLE's Philippine Standard Occupational Classification

About 72 (39%) working students earned between PhP1,001 to PhP3,000 a month (Table 25). Some received at least PhP1,000 (n = 15 or 8.11%) and a few were paid more than PhP5,000 monthly (n = 13 or 7.03%). For some reason, about 40 percent did not indicate their average monthly salary, possibly because they were daily-wage earners, and their earnings varied from day to day as in the case of tricycle drivers and vendors.

TABLE 25. Approximate Average Monthly Salary of Working Students (n = 185)

SALARY PER MONTH	NO. (%) OF WORKING STUDENTS	
PhP 1,000 and below	15	(8.11)
PhP 1,001 - 2,000	37	(20.00)
PhP 2,001 - 3,000	35	(18.92)
PhP 3,001 - 4,000	8	(4.32)
PhP 4,001 - 5,000	6	(3.24)
PhP 5,001 and above	13	(7.03)
Not indicated	71	(38.38)
TOTAL	185	(100.00)

Mode of Transportation to School

Majority (n = 116 or 35.1%) of OHSP student respondents took the bus or the jeepney to school (Table 26). Many rode on tricycle, pedicab or habal-habal (n = 108 or 32.6%); about one-fifth (n = 70 or 21.1%) went on foot. A few (n = 29 or 8.8%) used a combination of different transportations.

TABLE 26. Modes of Transportation to School (n = 331)

MEANS	NO. (%)	
Bus/jeepney	116	(35.1)
Tricycle/pedicab/habal-habal	108	(32.6)
By foot/walking/hiking	70	(21.1)
Others (Motorcycle)	6	(1.8)
Multiple/combination of different answers	29	(8.8)
No answer	2	(0.6)
TOTAL	331	(100)

Family Background

Parents of more than one-third of the OHSP students completed at least high school education, about 38 percent of the fathers, and 48 percent of the mothers (Table 27).

TABLE 27. Parents' Highest Educational Attainment

HIGHEST EDUCATIONAL ATTAINMENT	NUMBER (%)			
	FATHERS		MOTHERS	
Post-college	5	(1.51)	4	(1.21)
College graduate	23	(6.95)	32	(9.67)
Some college	20	(6.04)	23	(6.95)
High school graduate	78	(23.56)	100	(30.21)
Some high school	50	(15.10)	48	(14.50)
Elementary graduate	62	(18.73)	64	(19.34)
Some elementary	61	(18.43)	47	(14.20)
None	4	(1.21)	0	(0)
No answer	28	(8.46)	13	(3.93)
TOTAL	331		331	

Most fathers (n = 114 or 34.44%) of OHSP students were classified as farmers, forestry workers or fishermen, while most mothers (n = 75 or 22.66%) were categorized as laborers and unskilled workers (Table 28). Approximately 5 percent of the OHSP fathers and 10 percent of the mothers did not work, and about 4 percent of OHSP fathers and 2 percent of mothers have died. Some 10 percent of the OHSP students did not indicate their parents' occupations.

TABLE 28. Parents' Occupations of OHSP Student-Respondents

OCCUPATIONAL CLASSIFICATION*	FATHERS		MOTHERS	
Officials of Government and Special-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors (e.g., businessman, foreman, self-employed)	4	(1.21)	8	(2.42)
Professionals (e.g., engineer, pilot)	2	(0.60)	3	(0.91)
Technicians and Associate Professionals (e.g., AutoCAD operator, barangay tanod, folk singer)	3	(0.91)	5	(1.51)
Clerks (e.g., messenger, secretary to the mayor)	2	(0.60)	2	(0.60)
Service Workers and Shop and Market Sales Workers (e.g., MMDA, police, security guard, traffic enforcer, waiter)	7	(2.11)	12	(3.62)
Farmers, Forestry Workers and Fishermen	114	(34.44)	25	(7.55)
Trades and Related Workers (e.g., blacksmith, car body builder, carpenter, construction worker, electrician, furniture painter, maintenance worker, mechanic, painter, stone cutter, watch repairman, welder)	52	(15.71)	4	(1.21)
Plant and Machine Operators and Assemblers (e.g., tricycle driver, boat man, construction driver, family driver, government driver, motorcycle driver, jeepney driver, production driver, seaman, taxi driver)	42	(12.69)	0	0
Laborers and Unskilled Workers (e.g., miner, baggage boy, carton maker, vendor, handler, house boy, laborer, pedicab driver, porter, utility worker)	35	(10.57)	75	(22.66)
Not specified	42	(12.69)	34	(10.27)
None	15	(4.53)	158	(47.73)
Deceased	13	(3.93)	5	(1.51)
TOTAL	331	(100.00)	331	(100.00)

* By occupational classification (based on DOLE's Philippine Standard Occupational Classification)

More than half of the OHSP students (n = 208 or 62/84%) came from families with a combined monthly income of PhP5,000 or less (Table 29). Interestingly, about 4 percent of the students belonged to families earning over PhP20,000.

TABLE 29. Family Income of OHSP Student-Respondents

COMBINED MONTHLY FAMILY INCOME	NO. (%) OF STUDENTS	
	PHP 5,000 and below	208
PHP 5,001 - 10,000	45	(13.60)
PHP 10,001 - 15,000	35	(10.57)
PHP 15,001 - 20,000	7	(2.11)
PHP 20,001 and above	12	(3.62)
No answer	24	(7.25)
TOTAL	331	

More than half of the OHSP students in the sample came from large families, i.e., five or more siblings (**Table 30**). One OHSP student had 14 siblings, and about 2 percent of them were an only child.

TABLE 30. Number of Siblings of Student-Respondents

NO. OF SIBLINGS	NO. (%) OF STUDENTS	
	0	7
1	9	(2.72)
2	27	(8.16)
3	38	(11.48)
4	30	(9.06)
5	34	(10.27)
6	35	(10.57)
7	30	(9.06)
8	16	(4.83)
9	9	(2.72)
10	8	(2.42)
11	5	(1.51)
12	2	(0.60)
13	0	0
14	1	(4.23)
Not indicated	80	(24.17)
TOTAL	331	

Enrollment History

Most student-respondents first enrolled in OHSP in their First Year of secondary school (Table 31). The number of students who enrolled in later years decreased from the first to the last level.

TABLE 31. First Enrollment in OHSP

GRADE LEVEL	NO. (%) OF STUDENTS	
7	112	(33.84)
8	75	(22.66)
9	64	(19.34)
10	52	(15.71)
11	12	(3.32)
12	0	0
Multiple answers	1	(0.30)
No answer	15	(4.53)
TOTAL	331	(100)

Most OHSP students (n = 142 or 42.90%) in the sample learned about the program from friends or relatives (Table 32). Teachers were also sources of information about the OHSP to about one-third of the OHSP students (n = 123 or 37.16%). Other sources were classmates, the school principal, the barangay community, school bulletin boards and guidance offices, and guardians.

TABLE 32. Sources of Information about OHSP

SOURCE	NO. (%) OF STUDENTS		RANK
School Principal	35	(10.57)	4
Teachers	123	(37.16)	2
Classmates	50	(15.10)	3
School Bulletin Boards	20	(6.04)	7
School Guidance Office	21	(6.34)	6
Friends/Relatives	142	(42.90)	1
Brgy. Community	27	(8.16)	5
Others (Guardian)	4	(1.21)	8
No Answer	5	(1.51)	

4

EVALUATION RESULTS

- OBJECTIVE 1: Determine the Viability of the OHSP
- OBJECTIVE 2: Identify the Strengths and Weaknesses of OHSP
- OBJECTIVE 3: Compare the Performance of OHSP and Regular High School Students
- OBJECTIVE 4: Identify Areas for OHSP Improvement

OBJECTIVE 1: Determine the Viability of the OHSP

The answer to the first evaluation question (What did schools do to make the OHSP work?) may be given in two parts: what schools did, and how the OHSP worked. Four aspects are identified for the first part (what schools did): motivation of school leadership; capacity building; advocacy and promotion; and OHSP school-specific policies. For the second part (how the OSHP worked), the following aspects are discussed: curriculum design, learning resources, delivery system, support programs and services, assessment methods, technical support, and implementing mechanism and coordinative linkages.

1.1 Motivation/Reasons for OHSP

There were only two major reasons why schools offered the OHSP (Table 33), reasons which are related to each other.

The major reason for most schools was that OHSP helped address the problem of school dropout ($f = 13$ or 76.47%).

TABLE 33. Reasons for offering OHSP

REASON FOR OFFERING OHSP	FREQ	%
1. To address dropout	13	76.47
2. To provide access to school for working students	11	64.70

In Sinipsip National High School (Benguet), the OHSP was introduced in order to alleviate the high dropout rate (see Part II School Profiles). Sinipsip is located in a farming community, and poor economic conditions force many school children to leave school because of the distance between home and school, and lack of financial support from parents.

The second reason for instituting OHSP was related to the first: schools wanted to provide access to secondary education for students who, for one reason or another, were not able to attend regular school ($f = 11$ or 64.70%). These included working students, young mothers, street children, and students who suffered from bullying, chronic illness, sexual abuse and physical disabilities. Some students in Jose Panganiban National High School (Camarines Norte) worked in the Paracale gold mine and found it difficult to go to school.

A few OHSP students married early and had children to take care of; there were also students who suffered from severe physical impairment that prevented them from going to regular school. School attendance of students at Manicahan National High School (Zamboanga City) was “seasonal”; students missed classes to help their parents during planting and harvest months.

The OHSP was initiated to complement the Effective Alternative Secondary Education (EASE) program, particularly for the out-of-school youth and older adults who wanted to complete their secondary education. In areas of conflict situations, particularly in Mindanao, the OHSP became an attractive option to students. This is the case in Amir Bara Lidasan National High School (Maguindanao) in which most students had enrolled in the OHSP.

School respondents identified the kinds of OHSP students enrolled in their schools (Table 34). Most schools (n = 140 or 90.32%) had working students or child laborers, overaged or adults (n = 129 or 83.22%), teenage mothers (n = 114 or 73.55%), and indigent or very poor (n = 113 or 72.90%). About one-third of the schools had students in conflict situations (n = 56 or 36.31%), living in remote areas (n = 55 or 35.48%), with chronic illnesses (n = 51 or 32.90%), and disability (n = 47 or 30.32%). A few schools had indigenous students (n = 23 or 14.84%), street children (n = 13 or 8.39%), and children displaced by calamities (n = 8 or 5.16). Other types of students enrolled were dropouts, or students at risk of dropping out (SARDOs) and children with other difficulties such as broken homes and bullying.

TABLE 34. Profile of OHSP Students (n = 155 schools)

CHARACTERISTIC	NUMBER	(%)	RANK
Indigent/very poor	113	(72.90%)	4
Working students/child laborers	140	(90.32%)	1
Indigenous	23	(14.84%)	9
Teenage mothers	114	(73.55%)	3
Street children	13	(8.39%)	10
Living in remote areas	55	(35.48%)	6
Overage, adult	129	(83.22%)	2
Persons with disability (PWD)	47	(30.32%)	8
Children in conflict situations	56	(36.13%)	5
Children with chronic illnesses	51	(32.90%)	7
Children displaced by calamities	8	(5.16%)	11

This information is confirmed by the responses to the Student Survey (Table 35). Financial problems and poverty (f = 144 or 43.50%) were cited as the primary reason for enrolling in OHSP, followed by work or part-time job (f = 128 or 38.67%). About a quarter of the respondents (f = 83 or 25.08%) who lived far from the school found the OHSP a better alternative to the regular high school. The OHSP was also chosen by those who were homebound because of domestic responsibilities (taking care of children, younger siblings and sick or aging parents) or by physical disability, and those who had distressing experiences in school such as bullying and harassment. Students who preferred independent learning and who found coming to class everyday to be “boring” were likewise attracted to the OHSP.

TABLE 35. Students’ reasons for enrolling in OHSP (n = 331)

REASON	FREQUENCY	(%)
Financial problems, poverty	144	(43.50)
Work/Part-time job	128	(38.67)
Geographical distance	83	(25.08)
Need to take care of baby/children	51	(15.41)
Independent learning	31	(9.36)
Need to take care of parents/siblings/ relatives	19	(5.74)
Travelling to school is not safe	13	(3.93)
Sickly/Physically Handicapped	12	(3.62)
Bullied in class	12	(3.62)
Fights with fraternity	11	(3.32)
Regular class everyday boring	11	(3.32)
Harassment	8	(2.42)
Others (Vice, threat in life, early marriage, have to attend to own business, late enrollment, avoid mapabarkada (gangs)	8	(2.42)

1.2 Capacity Building

Only about three-fourths of OHSP schools participated in training programs held during the last ten years to develop the skills of school administrators, teachers, and guidance counselors in managing and implementing the OHSP (**Table 36**). OHSP personnel in about fifty percent of the schools had at least one training seminar (n = 77 or 49.68%).

TABLE 36. Number of Training Programs Attended by OHSP Personnel (n = 155 schools)

NO. OF TRAINING PROGRAMS	NUMBER OF SCHOOLS	(%)	TOTAL NO. OF TRAINING PROGRAMS
1	77	(49.68)	77
2	25	(16.13)	50
3	14	(9.03)	42
None	39	(25.16)	0
TOTAL	155	(100.00)	169

A few OHSP personnel had participated in two training seminars (n = 25 or 16.13%) and about a tenth had participated in 3 (n = 14 or 9.03%). There was a total of 3,781 participants attending 160 OHSP training seminars across 116 schools that had capacity building activities (**Table 37**), the smallest number being one, and the largest number, 367 from one single OHSP-implementing school. On the average, about 22 OHSP personnel attended each training seminar.

TABLE 37. Number of OHSP Personnel Trained (n = 155 schools)

TRAINING	NUMBER OF TRAINING PARTICIPANTS		
	MIN	MAX	TOTAL
First	1	211	1,720
Second	1	367	1,372
Third	1	294	689
TOTAL	1	367	3,781

Most of the training seminars attended were in 2012 (n = 62 or 40.00%), and only about thirteen percent (n = 20) attended some training last year. In one school, the most recent training was more than ten years ago (**Table 38**).

**TABLE 38. Most Recent Training Received by OHSP Personnel
(n = 155 schools)**

YEAR	NO.	(%)
2013	20	(12.90)
2012	62	(40.00)
2011	12	(7.74)
2010	1	(0.64)
2009	3	(1.94)
2008	5	(3.22)
2007	5	(3.22)
2006	3	(1.94)
2002	1	(0.64)
TOTAL	112	(72.26)

Most of the training programs attended by OHSP personnel were conducted by the DepEd (Table 39), the major provider being the Division Office (n = 59 or 38.06%), some by the Regional Office (n = 27 or 17.42%), and about ten percent by the Bureau of Secondary Education (n = 18 or 11.61%). Other training programs were school-based programs (n = 19 or 12.26%), possibly conducted by the principal or the OHSP coordinator. A few of the training programs were sponsored by other government institutions such as DSWD and private institutions such as the Fund for Assistance to Private Education (FAPE).

TABLE 39. Training Provider/Sponsor (n = 155 schools)

UNIT/INSTITUTION	NO.	(%)
DepEd Bureau of Secondary Education	18	(11.61%)
DepEd Division Office	59	(38.06%)
DepEd Regional Office	27	(17.42%)
School-based	19	(12.26%)
Others (FAPE, GAD, DSWD)	3	(1.94%)

These training programs came in various forms such as meetings, orientation seminars, workshops, and school-based in-service training conducted annually or sometime semi-annually. They included training on Distance Learning, Alternative Delivery Mode (ADM) Framework, Blended Learning, and Child-friendly School System (Annex H). One training on Distance Education attended by teachers from the Don Pablo Lorenzo Memorial High School (Zamboanga City) was provided by the Australian government in 2000.

1.3 Advocacy and Promotion

Almost all (n = 144 or 92.90%) of the OHSP schools surveyed did engage in advocacy activities (Table 40).

**TABLE 40. Conduct of Advocacy Activities in OHSP Schools
(n = 155 schools)**

RESPONSE	NO.	(%)
Yes	144	(92.90)
No	2	(1.29)
No answer	9	(5.81)
TOTAL	155	(100.00)

Schools actively disseminated information about the OHSP in their communities, using whatever was available to them. Among the methods used for promoting the OHSP were distributing flyers and hanging streamers in strategic places such as sari-sari stores and tricycles and holding orientation meetings with students, parents/guardians and local government officials during summertime and weeks before enrollment. Public events such as motorcade, barangay night and fiesta provided opportunities for wider information campaign. One school requested a local radio station to help them spread the news about the OHSP. Students themselves became living testimonies of the benefits of the OHSP. In the future, schools will capitalize on popular media such as the internet. Plans for using the internet through a specific website for the OHSP are also underway.

1.4 School-based Policies

About half (n = 176 or 53.17%) of the OHSP-implementing schools used interview as an assessment method before enrollment (Table 41).

TABLE 41. Assessment Before Enrollment

TYPES OF ASSESSMENTS	NO. OF STUDENTS	(%)
Interview	176	(53.17)
Reading comprehension test	117	(35.35)
FICS	88	(26.59)
ILRT	83	(25.08)
Counseling	58	(17.52)
Did not take any assessment	53	(16.01)
No answer	11	(3.32)

Reading comprehension tests were also administered by about one-third of the schools ($n = 117$ or 35.35%). Approximately one-fourth of the schools implemented the Family, Individual, Community, and School (FICS) analysis, and the Independent Learning Readiness Test (ILRT). Counseling session was also provided by schools ($n = 58$ or 17.52%). School records and/or report cards and documents such as the Philippine Education Proficiency Test (PEPT) certificate were also collected and examined. Some schools collected birth certificates authenticated by the National Statistics Office (NSO). In addition, working students had to submit employment certification. A policy implemented in one school was that of formalizing the relationship between school and students through a contract signed by school representative, the student and his/her parent or guardian. The contract stipulated the duties of all signatories, and specifically included the national policy that OHSP students were required to finish high school in six years.

1.5 Curriculum Design

The OHSP curriculum implemented by schools followed that of the regular revised Basic Education Curriculum (BEC) for secondary schools. Most teachers were highly dependent on the modules, originally developed for the EASE program and issued by the DepEd Bureau of Secondary Education. When content of modules was missing or insufficient such as those in English, MAPEH (Music, Arts, Physical Education and Health), Values Education and TLE (Technology and Livelihood Education), teachers substituted topics relevant to the OHSP learners. Teachers adapted the modules to make them suitable to the learners. In some schools, content from textbooks used in the regular high school program was adopted and customized according to the ability levels of the learners. Other schools used the modules for Out-of-School Youth (OSY) of the Bureau of Alternative Learning System (BALS).

Students surveyed ($n = 331$) were asked which subject they liked best and why (**Table 42**). About one-fourth of them chose Filipino ($n = 69$ or 20.84%, mathematics ($n = 68$ or 20.54%), and English ($n = 19$ or 19.64%). Filipino lessons made students “feel excited” and were “easy to understand” because of the students’ familiarity with the language. Teacher factor (“the teacher is good and fun”), academic performance (“I excel in that subject”), personal interest (“I love numbers”), practical usefulness (“it relates to our daily life”), and mental challenge (“I am weak in that subject”) were some of the reasons cited by students for liking math. Approximately one-tenth of them enjoyed science ($n = 44$ or 13.29%), araling panlipunan ($n = 39$ or 11.78%), and araling pagpapakatao ($n = 36$ or 10.88%). The same reasons given for Filipino, math, and science were cited for liking these subjects: the intellectual challenge, teacher quality, and personal ambition (“when I grow up I want to be a good teacher”). A few students did enjoy MAPEH ($n = 25$ or 7.55%) and TLE ($n = 12$ or 3.62%). Some reasons cited for enjoying these subjects were personal interest (“I like to draw,” “I like to know how to bake”), and the practical learning acquired from these subjects (“I learn more about raising animals,” “it teaches how to manage a business”).

TABLE 42. OHSP Students' Favorite Subjects and Reasons (n = 331)

SUBJECTS	NO. OF STUDENTS (%)		REASONS
Araling Panlipunan/ Social Studies	39	(11.78)	I like history; I can understand the lessons easily; I want to learn more about history; I like to know the different places and names; my teacher is good; it is easy to understand.
Edukasyon sa Pagpapakatao/ Values Education	36	(10.88)	It is the most easy subject; it is easy to understand; it is easy to relate with; it is simple; the teacher is good; it teaches good manners, maintaining one's self, values and being a person.
English	65	(19.64)	I can easily understand it; it makes me feel better; the teachers are focused on our discussions and they encourage us; the teacher is strict; when I grow up I want to be an English teacher; many people are fluent in speaking English; we will use it when we are in the other countries; I am weak in that subject; to enhance my English language; I enjoy studying this subject; I find the subject interesting; I want to learn more about grammar; I want to learn to speak English; I love reading stories.
Filipino	69	(20.84)	It makes me feel excited; the lessons are easy to understand; the language is easy to understand.
MAPEH	25	(7.55)	I like to draw; it is easy and fun; I can easily answer the questions; my teacher is good and fun; we learn a lot of things in one subject; I want to learn more about raising animals; I learn a lot about diseases; I like dancing and playing basketball; I love P.E.
Math	68	(20.54)	The teacher is good and fun; I excel in that subject; I love numbers; if you don't know how to use math you will not know how to add numbers; even if it is difficult for me, I like challenges; I learn how to solve problems; I want to be a math teacher; I am very weak in that subject; it is easy to understand; it relates to our daily life; the subject is interesting.
Science	44	(13.29)	It is challenging; it is very exciting; all the topics are interesting and exciting; it is easy to understand; it is fun doing experiments.
TLE	12	(3.62)	I like to know how to bake; it is interesting; I learn how to make products that I can sell; it teaches how to manage a business.

OHSP students were also asked to identify the subjects they enjoyed least (**Table 43**). In contrast to the subjects most enjoyed, there was, as expected, a strong displeasure with mathematics having been named by more than one-third of OHSP students ($n = 124$ or 37.46%). It was least enjoyed because some of the lessons were difficult for them (“it is difficult solving problems”) due to their own deficiencies (“I am weak in computations and numbers”). It was not clear whether difficulty in the subject was the effect of their lack of interest in the subject (“I don’t like it”) or the cause for their displeasure.

That English ($n = 57$ or 17.22%) would also be listed as least enjoyed was not surprising either. English is a second (third for some) language and their comprehension is always difficult for such language. Science ($n = 47$ or 14.20%) was least enjoyed by about some respondents due to the difficulty in the lessons and boring class discussion. On the other hand, teacher factor (“the teacher is very strict”) and work load (“there’s too much to do”) were reasons why some ten percent did not like Filipino ($n = 31$ or 9.36%) as a subject. Only a few (between 3% and 6%) expressed aversion toward humanities and practical subjects such as araling panlipunan, Edukasyong Pagpapakatao, MAPEH and TLE, and for similar reasons: lack of comprehension (“I can’t understand what my teacher is teaching”), lack of skill (“I don’t know how to sing”), and lack of contact time (the teachers “have no time to teach us,” “teachers do not attend the class to deliver the lecture”).

TABLE 43. OHSP Students’ Least Favorite Subject and Reasons (n = 331)

SUBJECTS	NO. OF STUDENTS (%)		REASONS
Araling Panlipunan Social Studies	10	(3.02)	It gives me a headache; I can't understand what my teacher is teaching; too many dates.
Edukasyon sa Pagpapakatao/ Values Education	12	(3.62)	It is difficult; there is not much discussion; it is very easy; the teachers do not attend the class to deliver the lecture; the grade is based on attitude.
English	57	(17.22)	It is difficult to understand; it is very boring; it is difficult to speak the language; I am weak at spelling; I am not good at reading comprehension.
Filipino	31	(9.36)	There's too much to do; my teacher is weak; the teacher is very strict; it is difficult to understand some of the words; it is too easy.
MAPEH	20	(6.04)	It is difficult to understand; they have no time to teach us; I don't know how to sing.
Math	124	(37.46)	It is difficult to understand; it is difficult solving the problems; I am weak at computations and numbers; I don't like it.
Science	47	(14.20)	I don't understand it very well; there are less lessons and discussions; the lessons are difficult; it is boring; I am poor in this subject.
TLE	11	(3.32)	It is hard.

1.6 Learning Resources

The major learning resource in all OHSP-implementing schools was the EASE modules which were described by teachers and students to be “appropriate and easy to use.” However, teachers and students who participated in the FGDs admitted that copies of modules were often lacking. One option was to have students share modules, which technically contradicted the essence of the OHSP, i.e., that each learner could work on his/her own module. In other schools, money (PhP600) was collected from OHSP learners who could afford to have the modules photocopied. Some schools obtained financial assistance from the DepEd ADM funds (PhP40,000 up to PhP100,000), while many sought the assistance of the Parent-Teacher Association (PTA), and their local government. Fund-raising activities (“Share-a-Peso, Save a SARDO”) were also tapped by schools to pay for additional copies of modules.

Students (n = 331) evaluated the modules in terms of their usefulness on a 5-point rating scale, with the lowest (1) being “not useful” and the highest (5) being “extremely useful” (Table 44). Approximately 40 percent of them did not give ratings possibly because they did not get their own copies of the modules. However, for the remaining 60 percent, two-thirds gave high ratings for the modules, 12 percent considered them extremely useful, and about 28 percent said the modules were very useful.

TABLE 44. OHSP Students’ Ratings on Usefulness of Modules

RATING OF MODULES	NUMBER	(%)
Not useful	1	(0.30)
Slightly useful	15	(4.53)
Useful	45	(13.60)
Very useful	92	(27.79)
Extremely useful	39	(11.78)
Not applicable	131	(39.58)
No answer	8	(2.42)
TOTAL	331	

The quality of the modules was also assessed on a 5-point scale, the highest (5) being “excellent” and the lowest (1) being “needs improvement.” Three aspects of quality were examined, namely sufficiency of content, sequencing of content, and time allotment. Distribution of ratings on these aspects for each subject indicated that most students rated the modules as “very satisfactory” on all three aspects (Table 45). The module for Edukasyong Pagapapakatao was considered “excellent” in terms of sufficiency of content and time allotment by most students, while that for Filipino was considered “excellent” by most students with regard to time allotment.

TABLE 45. OHSP Students' Ratings of Modules

SUBJECT	E (%)	VS (%)	S (%)	F (%)	NI (%)	NO ANS (%)
SUFFICIENCY OF CONTENT						
Math	59 (17.82)	115 (34.74)	86 (25.98)	27 (8.16)	30 (9.06)	14 (4.23)
English	70 (21.15)	123 (37.16)	78 (23.56)	27 (8.16)	23 (6.95)	10 (3.02)
Science	62 (18.73)	113 (34.14)	98 (29.61)	32 (9.67)	13 (3.93)	13 (3.93)
Social Studies	65 (19.64)	119 (35.95)	100 (30.21)	16 (4.83)	5 (1.51)	26 (7.85)
MAPEH	61 (33.84)	126 (38.07)	91 (27.49)	24 (7.25)	8 (2.42)	21 (6.34)
Filipino	95 (28.70)	117 (35.35)	84 (25.38)	14 (4.23)	9 (2.72)	12 (3.63)
Edukasyon sa Pagpapakatao	112 (33.84)	105 (31.72)	71 (21.45)	9 (2.72)	13 (3.93)	21 (6.34)
SEQUENCING OF CONTENT						
Math	66 (19.94)	107 (32.33)	86 (25.98)	24 (7.25)	27 (8.16)	21 (6.34)
English	74 (22.36)	113 (34.14)	80 (24.17)	28 (8.46)	19 (5.74)	17 (5.14)
Science	78 (23.56)	102 (30.82)	95 (28.70)	26 (7.85)	10 (3.02)	20 (6.04)

SUBJECT	E (%)	VS (%)	S (%)	F (%)	NI (%)	NO ANS (%)
Social Studies	70 (21.15)	112 (33.84)	96 (29.00)	17 (5.14)	6 (1.81)	30 (9.06)
MAPEH	70 (21.15)	113 (34.14)	91 (27.49)	20 (6.04)	6 (1.81)	31 (9.36)
Filipino	109 (32.93)	116 (35.04)	70 (21.15)	16 (4.83)	0	20 (6.04)
Edukasyon sa Pagpapakatao	102 (30.82)	112 (33.84)	70 (21.15)	11 (3.32)	5 (1.51)	31 (9.36)
TIME ALLOTMENT						
Math	78 (23.56)	96 (29.00)	77 (23.26)	28 (8.46)	28 (8.46)	24 (7.25)
English	72 (21.75)	115 (34.74)	87 (26.28)	22 (6.65)	15 (4.53)	20 (6.04)
Science	73 (22.05)	101 (30.51)	97 (29.30)	22 (6.65)	15 (4.53)	23 (6.95)
Social Studies	81 (24.47)	98 (29.61)	95 (28.70)	21 (6.34)	9 (2.72)	27 (8.16)
MAPEH	72 (21.75)	99 (29.91)	90 (27.19)	28 (8.46)	11 (3.32)	31 (9.36)
Filipino	101 (30.51)	97 (29.30)	82 (24.77)	18 (5.44)	12 (3.62)	21 (6.34)
Edukasyon sa Pagpapakatao	99 (29.91)	97 (29.30)	81 (24.47)	13 (3.93)	12 (3.62)	29 (8.76)

*Rating scale: E = Excellent

VS = Very satisfactory

S = Satisfactory

F = Fair

NI=Needs improvement

Descriptive statistics for student ratings of modules were computed (**Table 46**). The best module in terms of sufficiency of content and time allotment was Edukasyong Pagpapakatao (means = 3.95 and 3.85, respectively), while the best in terms of Sequencing of Content was Filipino (mean = 4.02).

TABLE 46. Statistics on OHSP Student Ratings of Modules (n = 331)

CHARACTERISTIC	MODE	MEAN	MIN	MAX	SD
SUFFICIENCY OF CONTENT					
Math	4	3.46	1	5	1.17
English	4	3.59	1	5	1.13
Science	4	3.56	1	5	1.04
Social Studies	4	3.73	1	5	0.91
MAPEH	4	3.67	1	5	0.96
Filipino	4	3.86	1	5	0.99
Edukasyon sa Pagpapakatao	5	3.95	1	5	1.04
SEQUENCING OF CONTENT					
Math	4	3.52	1	5	1.17
English	4	3.62	1	5	1.12
Science	4	3.68	1	5	1.04
Social Studies	4	3.74	1	5	0.94
MAPEH	4	3.74	1	5	0.96
Filipino	4	4.02	2	5	0.89
Edukasyon sa Pagpapakatao	4	3.98	1	5	0.93
TIME ALLOTMENT					
Math	4	3.55	1	5	1.22
English	4	3.67	1	5	1.06
Science	4	3.63	1	5	1.07
Social Studies	4	3.73	1	5	1.02
MAPEH	4	3.64	1	5	1.06
Filipino	5	3.83	1	5	1.07
Edukasyon sa Pagpapakatao	5	3.85	1	5	1.05

*Rating scale: E = Excellent; VS = Very satisfactory; S = Satisfactory; F = Fair; NI=Needs improvement

About three-fourths of OHSP students in the survey used other learning materials (Table 47). These materials included books and reading materials borrowed from the school library or from other schools, and those available at home. The reference materials used were dictionary, encyclopedia, CDs, comics, magazines, journals, newspapers, and old notes. Some OHSP students also have internet access and were able to download electronic materials. Student-respondents also cited using school supplies such as notebooks, paper, computer, calculator, compass, ruler, scissors, carpentry materials, and science equipment.

TABLE 47. OHSP Students' Use of Other Learning Materials

RESPONSE	NO. OF STUDENTS	(%)
Yes	242	(73.11)
No	56	(16.92)
No answer	33	(9.97)
TOTAL	331	

Other learning resources used were workbooks in mathematics and in English, textbooks available in the school library, online learning materials, reference books for araling panlipunan (social studies), and local TV programs (Knowledge Channel) on mathematics which were viewed in school (Table 48).

TABLE 48. Resources Provided by Schools

1. Modules
2. Worksheets
3. Reference books
4. Textbooks
5. Notebooks, drawing and writing materials, school supplies (Sangley Point NHS)
6. Computer, dictionary, encyclopedia, almanac (Odiongan NHS)
7. DVD (Mabini Integrated School)
8. CD tape recorders (Bacolod City National High School)
9. Physical Education (PE) shirts (Makati High School)
10. None provided (Bacolod NHS, Jose Leido, Jr. Memorial HS, Javier NHS, Jose Panganiban NHS)

OHSP students were asked about the sufficiency of learning materials provided by the school, and most (n =265 or 80.06%) affirmed that these materials were sufficient as a guide in their learning progress (Table 49). Those who felt that the materials were not sufficient added that they needed “more books” for “more information” and “more examples”.

TABLE 49. Learning Materials Provided Sufficient as Guide in Learning Progress

RESPONSE	NO. OF STUDENTS	(%)
Yes	265	(80.06)
No	32	(9.67)
No answer	34	(10.27)
TOTAL	331	(100.00)

Learning materials were likewise rated in terms of completeness, timeliness of distribution, readability, real-world application, and quality, on a scale of 1 to 5, with the lowest (1) labeled as “needs improvement” and the highest (5) “excellent.” Distribution of these ratings on the five characteristics (**Table 50**) showed that most of the student respondents rated the modules as satisfactory in terms of completeness (n = 92 or 27.79%) and quality (n = 103 or 31.12%). The modules were very satisfactory with regard to timeliness of distribution (n = 117 or 35.35%), and excellent along the aspects of readability (n = 101 or 30.51%) and real-world application (n = 93 or 28.10%).

TABLE 50. Students’ Ratings of Learning Materials (n = 331)

CRITERIA	E (%)		VS (%)		S (%)		F (%)		NI (%)		NO ANS	
Completeness	91	(27.49)	74	(22.36)	92	(27.79)	21	(6.34)	21	(6.34)	32	(9.67)
Timeliness of distribution	65	(19.64)	117	(35.35)	70	(21.15)	29	(8.76)	17	(5.14)	33	(9.97)
Readability	101	(30.51)	84	(25.38)	95	(28.70)	15	(4.53)	6	(1.81)	30	(9.06)
Real-world application	93	(28.10)	79	(23.87)	86	(25.98)	27	(8.16)	5	(1.51)	41	(12.39)
Quality	51	(15.41)	75	(22.66)	103	(31.12)	37	(11.18)	17	(5.14)	48	(14.50)

*Rating scale: E = Excellent; VS = Very satisfactory; S = Satisfactory; F = Fair; NI=Needs improvement

Based on descriptive statistics computed for these responses (**Table 51**), the modules were rated highest in terms of readability (mean = 3.86) and real-world application (mean = 3.79) and lowest in terms of quality (mean = 3.37).

TABLE 51. Statistics on Students' Ratings of Learning Materials (n = 331)

CRITERIA	MODE	MEAN	MIN	MAX	SD
Completeness	3	3.65	1	5	1.18
Timeliness of distribution	4	3.62	1	5	1.10
Readability	5	3.86	1	5	1.01
Real-world application	5	3.79	1	5	1.05
Quality	3	3.37	1	5	1.10

*Rating scale: 1 = Needs Improvement; 2 = Fair; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Excellent

Among the materials available for use of OHSP learners (**Table 52**), the most common were EASE modules (n = 129 or 83.22%) and OHSP modules (n = 108 or 69.68%). About one-half of the schools used printed textbooks and workbooks (n = 81 or 52.26%). Online resources (n = 69 or 44.52%) and digitized resources (n = 60 or 38.71%) were also utilized. Only about one-fourth of the schools referred to DepEd modules (n = 40 or 25.81%).

TABLE 52. Learning Materials Used in OHSP Schools (n = 155 schools)

MATERIAL	NO. OF SCHOOLS	(%)
OHSP Modules	108	(69.68%)
EASE Modules	129	(83.22%)
DepEd Modules	40	(25.81%)
Printed textbooks	81	(52.26%)
Online resources	69	(44.52%)
Digitized resources	60	(38.71%)

School respondents (n = 155) also rated the OHSP learning materials being used at the time of the survey along similar criteria on the same scale, from excellent to needs improvement (**Table 53**). In general, learning materials were rated “very satisfactory,” even those that were used by only a few schools such as the DepEd Tech-Voc materials, textbooks and workbooks, online resources, and digitized resources.

In terms of completeness, the OHSP modules, EASE modules and printed textbooks/workbooks were given a relatively fair rating by almost 14.3% of the school respondents.

TABLE 53. School Respondents' Ratings of Learning Materials: Number (%) (n = 155)

CRITERIA	E (%)	VS (%)	S (%)	F (%)	NI (%)	NO ANS (%)
PRINTED MODULES: OHSP MODULES						
Accessibility	16 (10.32)	32 (20.64)	41 (26.45)	13 (8.39)	4 (2.58)	49 (31.61)
Quality (free of errors)	9 (5.81)	50 (32.26)	35 (22.58)	11 (7.10)	2 (1.29)	48 (30.97)
Completeness	5 (3.22)	37 (23.87)	32 (20.64)	32 (20.64)	3 (1.94)	46 (29.68)
Readability	26 (16.77)	39 (25.16)	34 (21.94)	10 (6.45)	0	46 (29.68)
Accuracy of information	18 (11.61)	55 (35.48)	26 (16.77)	7 (4.52)	2 (1.29)	47 (30.32)
Relevance to real-world	16 (10.32)	51 (32.90)	30 (19.35)	8 (5.16)	4 (2.58)	46 (29.68)
PRINTED MODULES: EASE MODULES PRINTED MODULES: EASE MODULES						
Accessibility	18 (11.61)	47 (30.32)	47 (30.32)	16 (10.32)	1 (0.64)	26 (16.77)
Quality (free of errors)	19 (12.26)	59 (38.06)	38 (24.52)	11 (7.10)	3 (1.94)	25 (16.13)
Completeness	10 (6.45)	43 (27.74)	45 (29.03)	28 (18.06)	6 (3.87)	23 (14.84)
Readability	35 (22.58)	50 (32.36)	38 (24.52)	8 (5.16)	0	24 (15.48)
Accuracy of information	24 (15.48)	60 (38.71)	35 (22.58)	10 (6.45)	1 (0.64)	25 (16.13)
Relevance to real-world	28 (18.06)	49 (31.61)	41 (26.45)	9 (5.81)	3 (1.94)	25 (16.13)
PRINTED MODULES: DEPED (Competency-based Tech Voc Curriculum materials)						
Accessibility	3 (1.94)	14 (9.03)	12 (7.74)	7 (4.52)	4 (2.58)	115 (74.19)
Quality (free of errors)	7 (4.52)	13 (8.39)	10 (6.45)	6 (3.87)	4 (2.58)	115 (74.19)
Completeness	5 (3.22)	13 (8.39)	11 (7.10)	6 (3.87)	4 (2.58)	116 (74.84)
Readability	7 (4.52)	14 (9.03)	10 (6.45)	4 (2.58)	4 (2.58)	116 (74.84)
Accuracy of information	7 (4.52)	14 (9.03)	10 (6.45)	4 (2.58)	4 (2.58)	116 (74.84)
Relevance to real-world	7 (4.52)	12 (7.74)	12 (7.74)	4 (2.58)	4 (2.58)	116 (74.84)

CRITERIA	E (%)	VS (%)	S (%)	F (%)	NI (%)	NO ANS (%)
PRINTED TEXTBOOKS/WORKBOOKS						
Accessibility	13 (8.39)	35 (22.58)	18 (11.61)	11 (7.10)	2 (1.29)	76 (49.03)
Quality (free of errors)	12 (7.74)	36 (23.22)	18 (11.61)	12 (7.74)	2 (1.29)	75 (48.39)
Completeness	13 (8.39)	33 (21.29)	16 (10.32)	17 (10.97)	2 (1.29)	74 (47.74)
Readability	19 (12.26)	33 (21.29)	19 (12.26)	7 (4.52)	2 (1.29)	75 (48.39)
Accuracy of information	13 (8.39)	38 (24.52)	20 (12.90)	7 (4.52)	2 (1.29)	75 (48.39)
Relevance to real-world	15 (9.68)	35 (22.58)	19 (12.26)	8 (5.16)	2 (1.29)	76 (49.03)
ONLINE RESOURCES						
Accessibility	4 (2.58)	20 (12.90)	28 (18.06)	8 (5.16)	10 (6.45)	85 (54.84)
Quality (free of errors)	3 (1.94)	21 (13.55)	26 (16.77)	10 (6.45)	5 (3.22)	90 (58.06)
Completeness	2 (1.29)	20 (12.90)	27 (17.42)	12 (7.74)	0	94 (60.64)
Readability	10 (6.45)	22 (14.19)	22 (14.19)	6 (3.87)	5 (3.22)	90 (58.06)
Accuracy of information	7 (4.52)	21 (13.55)	26 (16.77)	8 (5.16)	5 (3.22)	88 (56.77)
Relevance to real-world	6 (3.87)	25 (16.13)	24 (15.48)	7 (4.52)	5 (3.22)	88 (56.77)
DIGITIZED RESOURCES (CDs, DVDs, tablets)						
Accessibility	4 (2.58)	17 (10.97)	15 (9.68)	8 (5.16)	15 (9.68)	96 (61.94)
Quality (free of errors)	5 (3.22)	20 (12.90)	13 (8.39)	7 (4.52)	12 (7.74)	98 (63.22)
Completeness	4 (2.58)	15 (9.68)	15 (9.68)	10 (6.45)	13 (8.39)	98 (63.22)
Readability	6 (3.87)	18 (11.61)	15 (9.68)	5 (3.22)	12 (7.74)	99 (63.87)
Accuracy of information	6 (3.87)	18 (11.61)	14 (9.03)	6 (3.87)	12 (7.74)	99 (63.87)
Relevance to real-world	6 (3.87)	18 (11.61)	15 (9.68)	4 (2.58)	12 (7.74)	100 (64.52)

*Rating scale: E = Excellent

VS = Very satisfactory

S = Satisfactory

F = Fair

NI=Needs improvement

Ratings of school respondents on the learning materials were summarized using descriptive statistics (Table 54). Most of the learning materials were rated between “satisfactory” and “very satisfactory” in terms of accessibility, quality, completeness, readability, accuracy of information, and relevance to real-world application. OHSP and EASE modules and DepEd Tech-Voc materials were best in readability and accuracy of information. Textbooks were also rated high on these two criteria and also in relevance to real-world application.

Completeness was the best feature of online sources. Digitized resources, while receiving the lowest ratings, were also considered satisfactory on all criteria. Some other learning materials used by OHSP students were teacher-made modules and instructional materials, reference books, and teachers’ guides.

TABLE 54. Statistics on School Respondents’ Ratings of Learning Materials (n = 155)

CRITERIA	MODE	MEAN	MIN	MAX	SD
OHSP MODULES					
Accessibility	3	3.37	1	5	1.06
Quality (free of errors)	4	3.46	1	5	0.92
Completeness	4	3.05	1	5	1.00
Readability	4	3.71	1	5	0.99
Accuracy of information	4	3.71	1	5	0.95
Relevance to real-world	4	3.58	1	5	1.01
EASE MODULES					
Accessibility	3, 4	3.48	1	5	0.96
Quality (free of errors)	4	3.59	1	5	0.97
Completeness	3	3.15	1	5	1.03
Readability	4	3.83	1	5	0.94
Accuracy of information	4	3.71	1	5	0.93
Relevance to real-world	4	3.66	1	5	1.01
DepEd Tech-Voc Materials					
Accessibility	4	3.05	1	5	1.20
Quality (free of errors)	4	3.24	1	5	1.32
Completeness	4	3.15	1	5	1.27
Readability	4	3.33	1	5	1.31
Accuracy of information	4	3.33	1	5	1.31
Relevance to real-world	3, 4	3.28	1	5	1.31
PRINTED TEXTBOOKS/WORKBOOKS					
Accessibility	4	3.54	1	5	1.08
Quality (free of errors)	4	3.51	1	5	1.07
Completeness	4	3.43	1	5	1.13

CRITERIA	MODE	MEAN	MIN	MAX	SD
Readability	4	3.70	1	5	1.08
Accuracy of information	4	3.62	1	5	1.02
Relevance to real-world	4	3.63	1	5	1.06
ONLINE RESOURCES					
Accessibility	4	2.96	1	5	1.15
Quality (free of errors)	4	3.06	1	5	1.05
Completeness	4	4.41	1	5	1.68
Readability	4	3.35	1	5	1.17
Accuracy of information	4	3.21	1	5	1.11
Relevance to real-world	4	3.25	1	5	1.10
DIGITIZED RESOURCES					
Accessibility	4	2.73	1	5	1.34
Quality (free of errors)	4	2.93	1	5	1.35
Completeness	4	2.72	1	5	1.31
Readability	4	2.96	1	5	1.36
Accuracy of information	4	2.95	1	5	1.37
Relevance to real-world	4	2.98	1	5	1.37

*Rating scale: 1 = Needs Improvement; 2 = Fair; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Excellent

Subject area modules were rated by school respondents, and descriptive statistics were computed for ratings (Table 55). On the average, modules were rated as “satisfactory.” The best rated modules were those for Filipino, science, and social studies (mean = 3.55); the lowest rated modules were those for MAPEH (mean = 3.25).

TABLE 55. School Respondents’ Ratings of Subject Area Modules (n = 155)

SUBJECT AREA	MIN	MAX	MEAN	SD
English	1	5	3.48	0.96
Filipino	1	5	3.55	0.96
Mathematics	1	5	3.47	0.96
Science	1	5	3.55	0.96
Social Studies	1	5	3.55	0.98
Edukasyong Pagpapakatao	1	5	3.50	0.99
MAPEH	1	5	3.25	1.10

*Rating scale: 1 = Needs Improvement; 2 = Fair; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Excellent

As for school facilities, only 824 classrooms out of a total of 4,326 classrooms from the surveyed schools (19.05%) were reported as being accessible to OHSP students (**Table 56**). Only a few schools had classrooms specifically designated for use of OHSP students as in the case of Manicahan National High School. In one school, a two-storey building was assigned for OHSP use. In schools with limited physical facilities, OHSP students met with teacher-facilitators in any available space such as the school library, computer laboratory, or the guidance office.

A majority of OHSP students had access to libraries (96 out of 128 or 75%) and to math laboratories (13 out of 18 or 72.22%). They had access to about half of science laboratories (76 out of 151 or 50.33%), computer laboratories (105 out of 190 or 55.26%) and speech laboratories (12 out of 27 or 57.14%). Access was least for Home Economics rooms (80 out 178 or 44.94%) and Industrial Education workshops (70 out of 176 or 39.77%).

TABLE 56. Facilities Accessible to OHSP Students (n = 155 schools)

	PRESENT IN SCHOOL	ACCESSIBLE TO OHSP STUDENTS
ACADEMIC CLASSROOMS		
Minimum	0	0
Maximum	154	98
Total	4,326	824(19.05%)
Mean	30.25	7.23
SCIENCE LABORATORY		
Minimum	0	0
Maximum	6	3
Total	151	76 (50.33%)
Mean	1.11	0.75
MATH LABORATORY		
Minimum	0	0
Maximum	4	2
Total	18	13 (72.22%)
Mean	0.15	0.13
HOME ECONOMICS ROOM		
Minimum	0	0
Maximum	12	7
Total	178	80 (44.94%)
Mean	1.33	0.78
INDUSTRIAL EDUCATION WORKSHOPS		
Minimum	0	0
Maximum	17	17
Total	176	70 (39.77%)
Mean	1.43	0.75

	PRESENT IN SCHOOL	ACCESSIBLE TO OHSP STUDENTS
COMPUTER LABORATORY		
Minimum	0	0
Maximum	8	7
Total	190	105 (55.26%)
Mean	1.34	1.02
SPEECH LABORATORY		
Minimum	0	0
Maximum	2	1
Total	21	12 (57.14%)
Mean	0.18	0.12
LIBRARY		
Minimum	0	055
Maximum	2	2
Total	128	96 (75.00%)
Mean	0.93	0.86

Other facilities that were available for OHSP learners in some schools were cafeterias, gymnasiums, audio-visual rooms, guidance counselling offices, school clinics, reading centers/laboratories, culinary arts rooms, museums, and learning resource centers (Annex I).

In FGD sessions, OHSP participants cited competent, committed school heads, teachers and school staff as among the OHSP “learning resources.” In a few schools, part-time teachers were given additional monthly compensation (Php1,000) from the local government in recognition of their individual work. However, for all respondents, designation of full-time OHSP teachers was considered the single most important factor in the success of the OHSP.

1.7 Delivery System

The OHSP was implemented as a flexible, self-paced independent approach to secondary schooling while retaining the formal and structured format nature of public education. The open enrollment policy allowed working students to enlist according to their personal timetable. They did not have to worry about registration deadlines. Providing hard or CD copies of EASE modules free of charge enabled learners to engage in self-study, home study or distance learning. In Makati High School, individualized plans were developed for OHSP students. Class meetings were scheduled for teacher-facilitators to follow up on students’ progress and to discuss lessons presented in modules. The frequency of these class meetings varied depending on the availability of students; however, most OHSP met with teacher-facilitators at least once a week.

In some schools, meetings were held on weekends to enable the working students to attend. In one school, OHSP students met twice a month on Sundays, with each meeting day devoted to four subjects. Simultaneity of class meetings, i.e., all year levels at the same time, offered OHSP students the kind of structure that reinforced continued engagement in learning.

Modular instruction required OHSP students to study on their own. More than three-fifths (n = 201 or 60.72%) of the student respondents averred that they studied at home (Table 57). Students also studied in school (n = 57 or 17.22%), and in the workplace (n = 18 or 5.44%). Some 10 percent studied in many different places, and about five per cent did not supply any answer.

**TABLE 57. Where OHSP Students Most Often Study the Modules
(n = 331)**

RESPONSE	NO. OF STUDENTS	(%)
At home	201	(60.72)
Workplace	18	(5.44)
At school	57	(17.22)
Multiple answers	34	(10.27)
All of the above	3	(0.91)
No answer	18	(5.44)
TOTAL	331	

The three major places for studying – home, workplace, and school – were rated by OHSP student respondents, and distribution of responses (Table 58) showed that most students rated both home and school as excellent places for study, and workplace as only satisfactory.

TABLE 58. OHSP Students' Ratings of Place for Studying

SUBJECT	E (%)		VS (%)		S (%)		F (%)		NI (%)		NO ANS (%)	
Home	134	(40.48)	98	(29.61)	68	(20.54)	12	(3.62)	2	(0.60)	17	(5.14)
Workplace	33	(9.97)	59	(17.82)	103	(31.12)	43	(12.99)	24	(7.25)	69	(20.84)
School	123	(37.16)	94	(28.40)	59	(17.82)	12	(3.62)	8	(2.42)	35	(10.57)

*Rating scale: E = Excellent; VS = Very satisfactory; S = Satisfactory; F = Fair; NI=Needs improvement

Mean ratings (**Table 59**) confirmed that the home (mean = 4.11) was the most conducive place for studying, followed by the school (mean = 4.05). The workplace (mean = 3.12) was still considered a satisfactory study place.

TABLE 59. Summary Statistics on Ratings of Study Places

LOCATION	MODE	MEAN	MIN	MAX	SD
Home	5	4.11	1	5	0.92
Workplace	3	3.12	1	5	1.11
School	5	4.05	1	5	1.01

*Rating scale: 1 = Needs Improvement; 2 = Fair; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Excellent

School respondents ranked various teaching-learning strategies in the order of frequency of use with OHSP learners in their schools, with 1 being most frequent (**Table 60**). All schools used web-based instruction (n = 155 or 100.00%). Majority also used work-oriented approach (n = 152 or 98.06%), process-oriented method (n = 147 or 94.84%), media-assisted learning (n = 146 or 94.19%), and flexible or blended learning (n = 142 or 91.61%). Group or cooperative learning (n = 137 or 88.39%), distance learning (n = 135 or 87.10%), individualized instruction (n = 131 or 84.52%), and face-to-face or guided instruction (n = 124 or 80.00%) were also popularly used. In terms of average frequency of use, the three most used approaches were web-based (mean rank = 1.22), work-oriented (mean rank = 1.38), and face-to-face (mean rank = 1.63). The least frequently used were distance learning (mean rank = 2.07), group or cooperative learning (mean rank = 2.09), and media-assisted learning (mean rank = 2.09).

TABLE 60. Teaching-Learning Strategies (n = 155 schools)

STRATEGY	NUMBER USING	(%)	MEAN RANK
Face-to-face /guided instruction	124	(80.00%)	1.63
Individualized instruction	131	(84.52%)	1.88
Distance learning	135	(87.10%)	2.07
Flexible learning/blended learning	142	(91.61%)	1.89
Group/cooperative learning	137	(88.39%)	2.09
Media-assisted learning	146	(94.19%)	2.09
Web-based	155	(100.00%)	1.22
Process-oriented	147	(94.84%)	1.78
Work-oriented	152	(98.06%)	1.38

Although delivery of instruction was mainly provided through modules, the OHSP implementing guidelines required that students meet with teacher-facilitators at least once a week. Based on responses of 331 OHSP students who completed their questionnaires, about three-fifths (n = 196 or 59.21%) verified that they did have weekly meetings (**Table 61**). One-fifth of the students said they met more often than that, i.e., twice a week (n = 53 or 16.01%) and even thrice a week (n = 16 or 4.83%). Twelve percent of the student respondents claimed they met everyday (n = 42 or 12.69%). Eleven (3.32%) said they met less frequently than the required weekly meeting.

TABLE 61. Frequency of OHSP Class Meetings (n = 331)

FREQUENCY	NO. OF STUDENTS	(%)
Less than once a week	11	(3.32)
Once a week	196	(59.21)
Twice a week	53	(16.01)
Thrice a week	16	(4.83)
Everyday	42	(12.69)
Others (Twice a month, as necessary)	8	(2.42)
No answer	5	(1.51)
TOTAL	331	

Other strategies applied in Open High Schools included peer/group learning with regular high school students assisting OHSP students in difficult subjects.

Tutorials were also provided by teachers to assist those who had difficulty understanding the modules, or who did not have copies of the modules. An online open high school program was pilot-tested in Bacolod City National High School, with promising results. Practice and make-up tests were also given to OHSP learners to increase their chance of passing the examinations. Some schools saw the need for OHSP students to participate in the same activities that regular high school students experience. These included outdoor activities such as field trips and religious recollections. In some schools, OHSP students were also allowed to sit in regular high school classes whenever they thought it would help them learn better.

Students were asked to identify (from a list) the OHSP activities that they found exciting, energizing, and satisfying (**Table 62**). About half of the student respondents named home study (n = 171 or 51.66%) was the best, followed by tests and exercises (n = 142 or 42.90%), and homework and projects (n = 135 or 40.78%). They also found the orientation (n = 116 or 35.04%), the learner assessment (n = 107 or 32.33%), and extra-curricular activities (n = 107 or 32.33%) stimulating and rewarding. Ironically, they rated as the least enthrusting and invigorating the two most important activities in OHSP: meetings in school (n = 71 or 21.45) and mentoring or coaching (n = 56 or 16.92%).

TABLE 62. Activities that Excited, Energized and Satisfied OHSP Learners

OHSP ACTIVITIES	NO. OF STUDENTS	(%)	RANK
OHSP orientation	116	(35.04)	4
Learner assessment	107	(32.33)	5.5
Scheduled meetings in school	71	(21.45)	7
Home study	171	(51.66)	1
Mentoring/coaching	56	(16.92)	8
Joining extra curricular activities	107	(32.33)	5.5
Taking tests/exercises	142	(42.90)	2
Doing homework/project-based learning	135	(40.78)	3

Learning services such as library, science laboratory, and computers are an essential element in OHSP. Student respondents indicated which learning services were made available to them (**Table 63**). The library was accessible to about 70 percent (n = 230 or 69.49%) of the students respondents, and about 60 percent of them were provided guidance counseling (n = 189 or 57.10%). Approximately half of the OSHP learners who participated in the survey were able to use the school computer laboratory (n = 167 or 50.45%), joined school activities such as sports programs (n = 162 or 48.94%), extra-curricular activities (n = 161 or 48.64%) and arts and culture activities (n = 160 or 48.34%). At least one-third of the students were able to use the science laboratory (n = 119 or 35.95%), while only about one-fourth to one-fifth were able to use the English laboratory (n = 80 or 24.17%) and the math laboratory (n = 69, 20.84%).

TABLE 63. Access to Learning Services

LEARNING SERVICES	YES		NO		NO ANSWER	
Library	230	(69.49)	59	(17.82)	42	(12.69)
Science Laboratory	119	(35.95)	153	(46.22)	59	(17.82)
Math Laboratory	69	(20.84)	196	(59.21)	66	(19.94)
English Laboratory	80	(24.17)	180	(54.38)	71	(21.45)
Computer Laboratory	167	(50.45)	107	(32.33)	57	(17.22)
Guidance Counseling	189	(57.10)	91	(27.49)	51	(15.41)
Sports Program	162	(48.94)	112	(33.84)	57	(17.22)
Arts and Culture Activities	160	(48.34)	118	(35.65)	53	(16.01)
Extracurricular Activities	161	(48.64)	116	(35.04)	54	(16.31)

When OHSP students had difficulties with school requirements (**Table 64**), they sought help from teachers first and foremost (n = 241 or 72.81%), then from classmates (n = 204 or 61.63%), parents (n = 199 or 60.12%), and guardians (n = 140 or 42.30%) Only about one-fourth sought assistance from guidance counsellors (n = 87 or 26.28%). Siblings, relatives (like grandparents, aunts, uncles and cousins), employers, OHSP coordinators, and spouses also provided help.

TABLE 64. Sources of Help

SOURCE	YES (%)		NO (%)		NO ANSWER (%)	
	n	(%)	n	(%)	n	(%)
Teachers	241	(72.81)	79	(23.87)	11	(3.32)
Classmates	204	(61.63)	116	(35.04)	11	(3.32)
Parents	199	(60.12)	121	(36.56)	11	(3.32)
Guardian	140	(42.30)	178	(53.78)	13	(3.93)
Guidance Counselor	87	(26.28)	231	(69.79)	13	(3.93)

Students described the kind of help provided by family members such as parents and siblings (**Table 65**). About three-fifths of the student respondents sought advice or counsel from parents and guardians (n = 205 or 61.93%). Two-fifths of them were tutored or assisted in their assignments (n = 123 or 37.16%) and were supervised by parents or guardians (n = 132 or 39.88%). Two students (0.60%) said their parents and guardians provided financial support.

TABLE 65. Involvement of Parents/Guardians in OHSP Learners' Progress (n = 331 students)

TYPE OF ASSISTANCE	YES (%)		NO(%)	
	n	(%)	n	(%)
Tutoring/helping with assignments	123	(37.16)	208	(62.84)
Supervising learning progress	132	(39.88)	199	(60.12)
Providing advice/counseling	205	(61.93)	126	(38.07)
Providing financial assistance	2	(0.60)	329	(99.40)

Was the help they received sufficient? About 90 percent of the student respondents (n = 291 or 87.92%) said that the assistance given to them by teachers, school personnel, classmates and parents was sufficient (**Table 66**).

TABLE 66. Sufficiency of Help Received

RESPONSE	NO. OF STUDENTS	(%)
Yes	291	(87.92)
No	21	(6.34)
No answer	19	(5.74)
TOTAL	331	(100.00)

School respondents also described parents' or guardians' level of involvement in the OHSP learner's progress (**Table 67**) on a scale of 1 (not involved at all) to 5 (extremely involved). In general, parental or guardian involvement in the academic performance of OHSP students was "just right," whether it was accompanying the learner for assessment at the time of application, mentoring, monitoring, counseling, or providing financial support.

TABLE 67. Summary Statistics on Ratings of Parental/Guardian Involvement (n = 155 schools)

TYPE OF INVOLVEMENT	MIN	MAX	MEAN	SD
Learner assessment during application	1	5	3.09	0.96
Mentoring	1	5	2.83	0.92
Monitoring	1	5	2.97	0.96
Counseling	1	5	3.03	0.96
Others: Financial assistance	1	4	2.38	1.02

*Rating scale:

1 = Not involved at all; 2 = Limited; 3 = Just right; 4 = Very Satisfactory 5 = Extremely involved

Having promotion and retention schemes designed specifically for OHSP students gave them a chance to be recognized on their own merits, without being compared with students in the regular high school system. Separate recognition procedures for outstanding OHSP students in each year level further boosted the self-esteem of OHSP students. Awards given to those who did best in different subjects made it possible for OHSP students to take pride in their accomplishments. Overall, OHSP key implementers ensured that schools had a "child-friendly" learning environment.

In remote areas, community learning centers took the place of classrooms. In Kabasalan National High School (Zamboanga Sibugay), a reading hub was established for OHSP students who lived far from the school.

1.8 Support Programs and Services

OHSP students were not lacking in activities and provisions for their academic and social needs. Opportunities for social interaction and group interaction abounded. Students in Javier National High School were exposed to bonding activities that resulted in improved school performance. Educational trips taken by OHSP students in Jose Panganiban National High School helped expand their practical knowledge. In many schools, OHSP learners were provided the same social experiences as those enjoyed by those in the regular high school program like the Junior-Senior Prom. A number of financial assistance programs were also implemented, one of which was “Work-to-Earn,” a scheme in which students did odd jobs in school in exchange for weekly allowance provided by local government.

In Kabasalan National High School, the Bahay Sagip program provided students at risk of dropping out with free school supplies at the beginning of the school year, free lodging within the school compound during weekdays, and free meals for those staying on weekends under the close supervision of the Dropout Reduction Program (DORP) team. Home visitations were also conducted by OHSP coordinators and/or teacher-facilitators, particularly for students who had missed the weekly meetings. Parent seminars were also conducted to train parents on how to provide advice and assistance in their children’s school projects.

The greatest weekly expense of OHSP students (**Table 68**) was for traveling to school (mean = PhP56/week), followed by materials for projects (mean = PhP46/week), and meals (mean = PhP42/week). OHSP students also paid for photocopying of materials (mean = PhP33/week) and computer rental (mean = PhP35/week).

TABLE 68. Weekly School-related Expenses (in Pesos)

TYPE	MEAN	MEDIAN	MAXIMUM
Fare	56	30	600
Meals	42	20	550
Project materials	46	30	1,000/yr
Photocopying materials	33	20	200
Computer shop rental	35	20	300

Details about some notable responses about expenses (**Table 69**) were PhP500 to PhP600 for fare spent by three students who lived in Benguet and who took the jeep or bus and tricycle to reach school. A group of students spent about PhP1,000 for projects, and as much as PhP200 each week for photocopying modules and other learning materials.

TABLE 69. Notable Expenses of OHSP Students

EXPENSE	MAXIMUM NOTABLE AMOUNTS (in PhP)	DETAILS
Fare	500/550/600	Three students who lived in Benguet and took the jeep/bus and tricycle in going to school
Project Materials	1,000 a year	Students of Bangao NHS mentioned that they spend PhP1,000 a year for projects
Photocopying of Materials	150-200	Some students indicated that they spend PhP150 - 200 a week on photocopying materials

1.9 Assessment Methods

OHSP teacher-facilitators use a variety of assessment methods similar to those used in regular high school programs (Table 70). The assessment of developmental needs which was required for all OHSP students upon enrollment was administered in 120 (77.42%) schools only.

Traditional paper-and pencil tests were still the most commonly used assessment method (n = 140 or 90.32%). About seventy percent used performance assessment (n = 107 or 69.03%). Self-assessments or self-tests (n = 97 or 62.58%) which were included in the modules and portfolio assessment (n = 93 or 60.00%) were also used. Other assessment methods used were oral examinations, interviews, and practical tests.

TABLE 70. Most Commonly Used Assessment Methods (n = 155)

ASSESSMENT METHOD	COUNT	PERCENTAGE	RANK
Assessment of Developmental Needs	120	77.42	2
Traditional (pen-and-paper) Tests	140	90.32	1
Performance Assessment	107	69.03	3
Portfolio Assessment	93	60.00	5
Self-tests/Self-assessments	97	62.58	4
Others (oral exams, interview, practical test)	3	1.94	6

Student respondents rated the level of difficulty of different assessment methods used by teacher-facilitators, using a 5-point scale ranging from 1 (“far too easy”) to 5 (“extremely difficult”). Distribution of responses for four assessment methods (exercises/worksheets, self-tests, assignments/homework, and quarterly/periodic tests) revealed that most OHSP students thought the methods were just right for them in difficulty (Table 71).

TABLE 71. OHSP Students' Ratings of Assessment Methods

ASSESSMENT METHOD	ED (%)		D (%)		JR (%)		ND (%)		FTE (%)		NO ANS (%)	
Exercises/ Worksheets	40	(12.08)	55	(16.62)	159	(48.04)	38	(11.48)	18	(5.44)	21	(6.34)
Self-tests	30	(9.06)	58	(17.52)	146	(44.11)	52	(15.71)	16	(4.83)	29	(8.76)
Assignments/ Homework	32	(9.67)	67	(20.24)	131	(39.58)	49	(14.80)	26	(7.85)	26	(7.85)
Quarterly/ periodic Tests	34	(10.27)	81	(24.47)	145	(43.81)	34	(10.27)	14	(4.23)	23	(6.95)

Legend: ED = Extremely Difficult; D = Difficult; JR = Just Right; ND = Not Difficult; FTE = Far too easy

Assignments were integral to the learning process in the OHSP. This being the case, student respondents were asked to assess the amount of assignments they received (Table 72). About two-thirds of them affirmed the quantity of assignments given to them was just enough for them to accomplish as required (n = 225 or 67.98%). Only about ten percent said they were either too much that they could not cope (n = 39 or 11.78%) or less than they expected (n = 41 or 12.39%).

TABLE 72. Assessment of Amount of Assignments Given Under OHSP

DESCRIPTION	NO. OF STUDENTS	(%)
Too much, that sometimes I can't cope	39	(11.78)
Just enough, as I am able to accomplish them as required	225	(67.98)
Less than expected, additional school work should be given	41	(12.39)
No answer	26	(7.85)
TOTAL	331	

The average ratings of exercises and worksheets (mean = 3.20), self-tests (mean = 3.11), assignments or homework (mean = 3.10), and quarterly or period tests (mean = 3.28) indicated that the level of difficulty of these tools was "just right" (Table 73).

TABLE 73. Statistics on Ratings of Assessment Tools

ASSESSMENT TOOL	MODE	MEAN	MIN	MAX	SD
Exercises/Worksheets	3	3.20	1	5	1.01
Self-tests	3	3.11	1	5	0.98
Assignments/Homework	3	3.10	1	5	1.07
Quarterly/Periodic Tests	3	3.28	1	5	0.96

Rating scale: 1 = Far too easy; 2 = Not difficult; 3 = Just right; 4 = Difficult; 5 = Extremely difficult

1.10 Technical Support

The management team for the OHSP consists of the school principal, the OHSP coordinator, teacher-facilitators, the school guidance counselor, parents and/or guardians, local government officials, and other key stakeholders in the community. In most schools surveyed, the main decision-maker was the school principal, followed by the OHSP coordinator (Table 74). The teacher-facilitators, guidance counselors, parent/guardians, and local government officials took supportive roles.

TABLE 74. Decision-makers for the OHSP

OHSP MANAGEMENT TEAM	MAIN		SUPPORTIVE	
	FREQ	%	FREQ	%
School Principal (n = 145)	141	90.4	4	2.6
OHSP Coordinator (n = 130)	74	47.4	56	35.9
Teacher-Facilitators (n = 111)	43	27.6	68	43.6
Guidance Counselor (n = 99)	34	21.8	65	41.7
Parents/Guardians (n = 88)	21	13.5	67	42.9
Local Government (n = 57)	17	10.9	40	25.6
Others (n = 19)	5	3.2	14	9.0

Principals took various roles from “policy making”, to “overall supervision”, to decision-making, to implementation, to coordination, and finally, to being a consultant (Annex J). The task of coordinating also varied from “arranging schedules”, “providing modules”, “checking and keeping student records”, to “monitoring classes”.

Teacher-facilitators not only provided instruction and clarification of lessons in the modules, but also advised and counseled students and met with parents about their children’s progress.

As for guidance counselors, aside from providing emotional support to learners, they were also given the task of enrolling OHSP learners, administering tests, following up and tracking students through the program, and keeping student records.

Financial and moral support was the major contribution of many parents; they not only shouldered expenses of learners, but were also sources of inspiration and guidance. Local government units provided funds for modules, teachers’ honoraria, school projects, physical facilities, and student aid. In Jose Panganiban National High School and Camarines Norte National High School, LGUs provided OHSP teacher-facilitators monthly honoraria between PhP650 and PhP1,000 for teaching overload.

1.11 Policy Guidelines

Most school respondents (n = 135 or 87.10%) were familiar with the Policy Guidelines on the Implementation of Alternative Delivery Modes or DepEd Order No. 54, 2012 (**Table 75**), the Granting of Vacation Service Credits to Teachers Implementing Dropout Reduction Program and Open High School Program or DepEd Order No. 19, 2011 (n = 110 or 70.97%), and Guidelines on Mainstreaming the Dropout Reduction Program in Public Secondary Schools or DepEd Order No. 74, 2010 (n = 111 or 71.61%).

Only about half of the respondents were familiar with Offering of the Honors Program in the Open High School or DepEd Order No. 44, 2012 (n = 89 or 57.42%) and the Policy Guidelines on the Utilization of Funds for Alternative Delivery Modes in Formal Basic Education or DepEd Order No. 53, 2011 (n = 88 or 56.77%).

Other policies or guidelines that were known to school respondents were: DepEd Memorandum Order No. 20, 2012 (Guidelines on the Implementation of Reaching the Unreached through ADM Summer Program; DepEd Order No. 35, 2012 (Policies and Guidelines on the Implementation of the Government Assistance to Students and Teachers in Private Education Program Effective School Year 2012-2013); and DepEd Order No. 46, 2006 (Guidelines on the Pilot Implementation of the Open High School Program).

TABLE 75. Familiarity with OHSP Policies (n = 135)

OHSP POLICY	NO.	(%)
DepEd Order No. 54, 2012 (Guidelines on ADM)	135	(87.10%)
DepEd Order No. 44, 2012 (Honors Program for OHSP)	89	(57.42%)
DepEd Order No. 53, 2011 (ADM Funds)	88	(56.77%)
DepEd Order No. 19, 2011 (Vacation Service Credits for OHSP Teachers)	110	(70.97%)
DepEd Order No. 74, 2010 (Mainstreaming of DORP)	111	(71.61%)

1.12 OHSP Staff and Skills

On the average, in each school, there were about nine teacher-facilitators, spending five hours weekly for OHSP (**Table 76**). Most schools had one non-teaching staff, who worked about three hours per week assisting the OHSP. At least one coordinator was assigned to OHSP in each school, who served in the program for about six hours weekly. Guidance counselors for OHSP students were quite rare (mean = 0.79) in most schools implementing the program. But, where a guidance counselor was designated for OHSP, about four hours were devoted in performing OHSP duties.

TABLE 76. Number and Hours of OHSP Staff

STATISTIC	TEACHERS		NONTEACHING STAFF		OHSP COORDINATOR		GUIDANCE COUNSELOR	
	NUM.	HRS/WK	NUM.	HRS/WK	NUM.	HRS/WK	NUM.	HRS/WK
MEAN	9.45	5.01	0.97	2.83	1.08	5.66	0.79	3.48
SD	10.10	6.17	1.63	4.33	0.91	7.48	0.55	5.29
MIN	0	0	0	0	0	0	0	0
MAX	95	40	11	20	9	40	3	24

OHSP students rated teacher-facilitators in eight skills, namely, level of support provided, knowledge of subject matter, effective ways of teaching, clarity of instructions given, timeliness of feedback on assignments and tests, skills in mentoring students, monitoring student’s progress, and level of commitment to teaching. Most OHSP student respondents gave a rating of “excellent” to all these skills, except for timeliness of feedback, which was rated “very Satisfactory” (Table 77).

TABLE 77. OHSP Students’ Ratings of Teacher-Facilitators’ Skills

TASK	E (%)		VS (%)		S (%)		F (%)		NI (%)		NO ANS (%)	
Level of support provided	144	(43.50)	91	(27.49)	65	(19.64)	11	(3.32)	3	(0.91)	17	(5.14)
Knowledge of subject matter	130	(39.27)	108	(32.63)	51	(15.41)	15	(4.53)	7	(2.11)	20	(6.04)
Effective ways of teaching	132	(39.88)	89	(26.89)	63	(19.03)	19	(5.74)	5	(1.51)	23	(6.95)
Clarity of instructions given	111	(33.53)	103	(31.12)	70	(21.15)	15	(4.53)	4	(1.21)	28	(8.46)
Timeliness of feedback on assignments/ tests	83	(25.08)	108	(32.63)	81	(24.47)	20	(6.04)	10	(3.02)	29	(8.76)
Skills in mentoring students	123	(37.16)	97	(29.30)	59	(17.82)	21	(6.34)	5	(1.51)	26	(7.85)
Monitoring student’s progress	132	(39.88)	89	(26.89)	56	(16.92)	21	(6.34)	6	(1.81)	27	(8.16)
Level of commitment to teaching	131	(39.58)	83	(25.08)	66	(19.94)	17	(5.14)	7	(2.11)	27	(8.16)

Legend: E = Excellent; VS = Very Satisfactory; S = Satisfactory; F = Fair; NI = Needs Improvement

Descriptive statistics for ratings on these teacher-facilitator skills were computed (**Table 78**). Student ratings were highest for level of support provided (mean = 4.15), followed by knowledge of the subject matter (mean = 4.09). Ratings for effective ways of teaching and monitoring of students' progress were rated equally (mean = 4.05). Lowest ratings of students were on timeliness of feedback on assessments and tests (mean = 3.77).

TABLE 78. Summary Statistics on Ratings of Teacher-Facilitators Skills

SKILL	MODE	MEAN	MIN	MAX	SD
Level of support provided to students	5	4.15	1	5	0.93
Knowledge of subject matter taught	5	4.09	1	5	0.99
Effectiveness of ways of teaching	5	4.05	1	5	1.01
Clarity of instructions given	5	4.00	1	5	0.96
Timeliness of feedback on assignments/tests	4	3.77	1	5	1.03
Skills in mentoring students	5	4.02	1	5	1.01
Monitoring students' learning progress	5	4.05	1	5	1.04
Level of commitment/Passion for teaching	5	4.03	1	5	1.04

Rating scale: 1 = Needs Improvement; 2 = Fair; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Excellent

Teachers were perceived as accommodating, approachable, competent, patient supportive, and “motherly,” acting as “second parents” to OHSP students. They were also described as being sensitive to the difficult situations of OHSP students, sometimes providing financial support for materials, transportation and meals of indigent students, and psycho-social support for those who had suffered from traumatic and crisis experiences. In general, OHSP students and parents were satisfied with the level of commitment of OHSP teachers.

1.13 Implementing Mechanism and Coordinative Linkages

In many schools, the OHSP program was supervised by a steering committee composed of the school head, OHSP coordinator, guidance counselor, and teacher-facilitators. In some schools, student organizations and parent councils were established to assist learners who needed financial help, and raise money for honoraria of OHSP coordinators and teachers. OHSP programs were also supported by local governments, NGOs and international organizations such as the International Organization for Migration (IMYF), the International Labor Organization (ILO), and UNICEF.

- **OHSP Materials**

The OHSP implementing material that was most available (Table 79) for most coordinators was the EASE Handbook (n = 112 or 72.26%) and the Operations Manual (n = 107 or 69.03%). Only half of the OSHP-implementing schools had a monitoring guide (n = 80 or 51.61%). Other materials used in the implementation of the OHSP were Basic Education Curriculum (BEC) reference books, EASE modules, teachers' guides, OHSP modules, instructional materials for regular students, workbook, and books.

TABLE 79. Availability of Implementing Materials (n = 155 schools)

MATERIAL	YES		NO		NO RESPONSE	
	n	(%)	n	(%)	n	(%)
Operations Manual	107	(69.03)	48	(30.97)	0	0
EASE Handbook	112	(72.26)	43	(27.74)	0	0
Monitoring Guide	80	(51.61)	73	(47.10)	1	(0.64)
Others	31	(20.00)	121	(78.06)	3	(1.94)

OHSP principals and coordinators evaluated the implementing materials (operations manual, EASE handbook, monitoring guide, and other materials) along five criteria, namely, quality, completeness, readability, accuracy of information, and relevance to real-world, using a 5-point scale from 1 (needs improvement) to 5 (excellent). Distribution of ratings (Table 80) indicated that both the operations manual and the OHSP were rated “very satisfactory” by most of the respondents along all five criteria. However, it seemed that most schools did not rate the monitoring guide or manual, and any other implementing materials, possibly because they never received these materials.

TABLE 80. Ratings of Implementing Materials (n = 155 schools)

CRITERIA	E (%)	VS (%)	S (%)	F (%)	NI (%)	NO ANS (%)
OPERATIONS MANUAL						
Quality	21 (13.55)	61 (39.35)	29 (18.71)	4 (2.58)	1 (0.64)	39 (25.16)
Completeness	14 (9.03)	61 (39.35)	28 (18.06)	11 (7.10)	3 (1.94)	38 (24.52)
Readability	34 (21.94)	54 (34.84)	27 (17.42)	4 (2.58)	0	36 (23.22)
Accuracy of information	25 (16.13)	57 (36.77)	31 (20.00)	4 (2.58)	1 (0.64)	37 (23.87)
Relevance to real-world	22 (14.19)	59 (38.06)	29 (18.71)	3 (1.94)	4 (2.58)	38 (24.52)
EASE HANDBOOK						
Quality	25 (16.13)	63 (40.64)	29 (18.71)	4 (2.58)	0	34 (21.94)
Completeness	14 (9.03)	51 (32.90)	36 (23.22)	15 (9.68)	1 (0.64)	38 (24.52)
Readability	30 (19.35)	60 (38.71)	25 (16.13)	3 (1.94)	1 (0.64)	36 (23.22)
Accuracy of information	25 (16.13)	62 (40.00)	28 (18.06)	3 (1.94)	1 (0.64)	36 (23.22)
Relevance to real-world	25 (16.13)	58 (37.42)	27 (17.42)	5 (3.22)	2 (1.29)	38 (24.52)
MONITORING GUIDE/MANUAL						
Quality	17 (10.97)	44 (28.39)	22 (14.19)	6 (3.87)	2 (1.29)	64 (41.29)
Completeness	12 (7.74)	39 (25.16)	28 (18.06)	8 (5.16)	3 (1.94)	65 (41.94)
Readability	19 (12.26)	39 (25.16)	24 (15.48)	6 (3.87)	2 (1.29)	65 (41.94)
Accuracy of information	14 (9.03)	45 (29.03)	25 (16.13)	4 (2.58)	2 (1.29)	65 (41.94)
Relevance to real-world	15 (9.68)	41 (26.45)	25 (16.13)	5 (3.22)	2 (1.29)	67 (43.22)
OTHER MATERIALS						
Quality	8 (5.16)	18 (11.61)	3 (1.94)	1 (0.64)	0	125 (80.64)
Completeness	6 (3.87)	18 (11.61)	5 (3.22)	3 (1.94)	0	123 (79.35)
Readability	7 (4.52)	17 (10.97)	6 (3.87)	1 (0.64)	1 (0.64)	123 (79.35)
Accuracy of information	8 (5.16)	16 (10.32)	7 (4.52)	1 (0.64)	1 (0.64)	122 (78.71)
Relevance to real-world	7 (4.52)	16 (10.32)	7 (4.52)	1 (0.64)	1 (0.64)	123 (79.35)

Legend: E = Excellent; VS = Very Satisfactory; S = Satisfactory; F = Fair; NI = Needs Improvement

Ratings of the OHSP implementing materials were summarized and descriptive statistics were calculated for each material along the five criteria (**Table 81**). Most ratings of implementation materials were in the “very satisfactory” level, with respect to all five criteria except for completeness. It seemed that materials were high in quality, readability, accuracy of information, and relevance to real-world, but may need to be improved in terms of completeness or comprehensiveness of content.

TABLE 81. Ratings of Implementing Materials

CRITERIA	N	MEAN	MIN	MAX	SD
OPERATIONS MANUAL					
Quality	116	3.84	1	5	0.79
Completeness	117	3.62	1	5	0.91
Readability	119	3.99	1	5	0.81
Accuracy of information	118	3.86	1	5	0.82
Relevance to real-world	117	3.79	1	5	0.90
EASE HANDBOOK					
Quality	121	3.90	2	5	0.76
Completeness	117	3.53	1	5	0.90
Readability	119	3.97	1	5	0.80
Accuracy of information	119	3.90	1	5	0.78
Relevance to real-world	117	3.85	1	5	0.87
MONITORING GUIDE/MANUAL					
Quality	91	3.75	1	5	0.91
Completeness	90	3.54	1	5	0.95
Readability	90	3.74	1	5	0.94
Accuracy of information	90	3.72	1	5	0.86
Relevance to real-world	88	3.70	1	5	0.90
OTHERS					
Quality	30	4.10	2	5	0.71
Completeness	32	3.84	2	5	0.85
Readability	32	3.88	1	5	0.91
Accuracy of information	33	3.88	1	5	0.93
Relevance to real-world	32	3.84	1	5	0.92

Rating scale: 1 = Needs Improvement; 2 = Fair; 3 = Satisfactory; 4 = Very Satisfactory; 5 = Excellent

- **Mentoring Programs**

Aside from the OHSP, majority of the schools (n = 141 or 90.97%) also had dropout mentoring programs to complement the program (Table 82).

**TABLE 82. Dropout Mentoring Programs Available with OHSP
(n = 155 schools)**

RESPONSE	FREQUENCY	PERCENTAGE
YES	141	90.97
NO	6	3.87
NO RESPONSE	8	5.16
TOTAL	155	100.00

- **OHSP Funding**

Funding was crucial to the operation of the OHSP, and less than ten percent (Table 83) agreed that the provision of OHSP annual budget was sufficient (n = 13 or 3.38%). For this reason, various sources of financial support were explored.

TABLE 83. Is the annual OHSP Budget Sufficient? (n = 155 schools)

RESPONSE	FREQUENCY	PERCENTAGE
YES	13	8.39
NO	95	61.29
NO RESPONSE	47	30.32
TOTAL	155	100.00

For half of the schools (n = 78 or 50.32%), OHSP expenses were drawn from the MOOE funds. PTAs (n = 35 or 22.58%) and local government units (n = 31 or 20.00%) also made financial contributions to the OHSP in about one-fifth of schools in the survey (Table 84). Donations or endowments were also given to OHSP schools (n = 29 or 18.71%). A few schools (n = 28 or 18.06%) generated their own funds for the OHSP operations. Funds were also provided through the DepEd ADM funds (n = 21 or 13.55%), the national government (n = 10 or 6.45%), and fees collected from students (n = 15 or 9.68%). Other benefactors of the OHSP school were NGOs (n = 5 or 3.22%), private sector (n = 4 or 2.58%), and aid agencies (n = 2 or 1.29%). One school (0.64%) took a loan to support the OHSP.

TABLE 84. Sources of Funds (n = 155 schools)

SOURCE	NUMBER	PERCENTAGE	RANK
MOOE	78	50.32	1
National government	10	6.45	8
DepEd ADM funds	21	13.55	6
Self-financing	28	18.06	5
Local Government Unit (LGU)	31	20.00	3
OHSP Student fees	15	9.68	7
Donation/endowment	29	18.71	4
Loans	1	0.64	12
Aid Agencies	2	1.29	11
Private Sector	4	2.58	10
NGOs	5	3.22	9
PTAs	35	22.58	2

School respondents were asked what would be a sufficient annual budget per student, and responses varied from as little as PhP200 for modules alone, to as much as PhP20,000, to include all school-related expenses such as transportation and projects.

- **OHSP Partners/Stakeholders**

The DepEd Division Office was the most supportive partner (n = 133, or 85.81%) of OHS (**Table 85**). About two-thirds of the OHS surveyed were assisted by PTAs (n = 91 or 62.58%) and by the local government (n = 74 or 47.74%). Educational institutions such as TESDA (n = 16 or 10.32%) and CHED (n = 5 or 3.22%) also provided help. Other OHSP partners were NGOs, aid agencies, the private sector, alumni, and concerned members of the public sector.

TABLE 85. Assistance from Partner Agencies (n = 155 schools)

AGENCY	NUMBER	PERCENTAGE
DepEd Division Office	133	85.81
CHED	5	3.22
TESDA	16	10.32
Parent-Teachers Association	97	62.58
Local Government	74	47.74
NGOs	25	16.13
Aid Agencies	5	3.22
Private Sector	14	9.03
Others (alumni, concerned citizens)	14	9.03

1.14 Monitoring and Evaluation

School respondents were asked who they thought was responsible for monitoring and evaluating the OHSP (Table 86). Most respondents indicated that both the school principal (n = 124 or 80.00%) and OHSP coordinator (n = 123 or 79.35%) were to be responsible for overseeing the program. The school principals and OHSP coordinators were expected to monitor the program as frequently as everyday, weekly, once a month, or, occasionally “as needed” or “every now and then”.

**TABLE 86. Persons Responsible for Monitoring and Evaluating the OHSP
(n = 155 schools)**

RESPONSE	FREQUENCY	PERCENTAGE
School Principal	124	80.00
OHSP Coordinator	123	79.35
DepEd Bur of Sec Educ	34	21.94
DepEd Division Office	101	65.16
DepEd Regional Office	67	43.22
Others	5	3.22

About three-fifths of them thought that the DepEd Division should also supervise the program. Fewer still held the DepEd Regional Office (n = 667 or 43.22%) and the DepEd Bureau of Secondary Education (n = 34 or 21.94%) accountable for the OHSP. The frequency of monitoring by these offices was expected to be less frequent and less regular, “as requested” or “as needed”. Other school personnel (n = 5 or 3.22%) expected to conduct monitoring and evaluation were guidance counselors and school coordinators for DORP.

Information about actual monitoring performed was also reported by respondents. Different key persons conducted monitoring at different frequencies (Table 87). On the average, OHSP coordinators evaluated the program once a month; principals, once every quarter; the Division Office, about twice a year; the BSE, approximately once a year; and the DepEd Regional Office only when requested.

**TABLE 87. Monitoring Conducted: Persons and Frequency
(n = 155 schools)**

PERSON CONDUCTING	MIN	MAX	MEAN	SD
OHSP Coordinator	1	5	4.64	0.82
School Principal	1	5	4.38	1.07
DepEd Division Office	1	5	3.10	1.30
Others	1	5	3.00	2.83
DepEd-Bureau of Secondary Education	1	5	2.39	1.44
DepEd Regional Office	1	5	2.36	1.19

Legend: 5 = Once a month; 4 = Once a Quarter; 3 = Twice a Year; 2 = Once a Year; 1 = As requested

Tools used for monitoring the program (Table 88) included learner's progress reports (n = 150 or 96.77%) and testimonials (n = 115 or 74.19%).

TABLE 88. Monitoring of OHSP (n = 155 schools)

RESPONSE	FREQUENCY	PERCENTAGE
Use of Learner's Progress Reports	150	96.77
Use of Testimonials	115	74.19
Other monitoring tools		
• Anecdotal journals, narrative reports	-	-
• Home visits	1	0.64
• Interviews, oral reports	1	0.64
• Personal consultation dialogues with learners, monthly meetings	1	0.64
• Surveys	2	1.29
• Teacher-facilitator report	2	1.29
• Undocumented reports from employers	1	0.64
Own tracking system for graduates	27	17.42
Conduct own evaluation	131	84.52
Use of Evaluation Results:		
• Integrated in SIP/AIP	57	36.77
• AWP for OHSP	14	9.03
Submit report to DepEd Division Office	116	74.84
• Integrated in School Report	34	21.94
• Separate Report	82	52.90
Frequency of Report to DepEd		
• Once a month	15	9.68
• Every quarter	30	19.35
• Twice a year	8	5.16
• Once a year	23	14.84
• As required	37	23.87

Other monitoring tools used were anecdotal journals and similar narrative reports, home visits, interviews or oral reports, personal consultation dialogues with learners, monthly meetings, surveys, teacher-facilitator reports, and undocumented reports from employers. Only a few (n = 27 or 17.42%) had their own systematic tracking system for graduates. The reasons given by most school respondents were that they had just started implementing the OHSP, and that they either had not yet developed the tracking system or were in the process of formulating it (**Annex K**).

Most schools surveyed (n = 84.52%) conducted their own evaluation. A few schools did not engage in evaluation because they had just implemented the OHSP, did not have an evaluation instrument, or if they did have, were not trained to use it (**Annex L**). One school (0124) admitted that “the school faculty did not conduct evaluation because of frustration (when) 9 out of 10 OHSP/ADM students dropped in the middle of the year”.

Among the schools that performed evaluation, about one-third integrated OHSP evaluation results in their School Improvement Plans (SIPs) or Annual Improvement Plans (AIPs), while about a tenth included them in the Annual Work Plans (AWPs) for OHSP. Evaluation results were also used for giving teaching assignments, and for requesting financial support from LGUs and NGOs (**Annex M**).

Most schools (n = 116 or 74.84%) also submitted reports to the DepEd. About half turned in separate reports (n = 82 or 52.90%) and about one-fifth integrated the OHSP report in the School Report (n = 34 or 21.94%). Approximately one-fourth of the schools that submitted reports sent in quarterly reports (n = 30 or 19.35%), while others transmitted reports only as required (n = 37 or 23.87%). Some of them gave reports once a year (n = 23 or 14.84%), and fewer still, twice a year (n = 8 or 5.16%), at the beginning (enrollment) and at the end of the school year (year-end). Only about ten percent provided monthly reports (n = 15 or 9.68%).

OHSP students were also monitored by teacher-facilitators and guidance counselors. Those who failed to come to weekly meetings were contacted through cellphones or visited at home. Social networks such as Facebook were also used by teachers to monitor student progress and to solicit support from OHSP alumni in places such as ARMM. Record systems for tracking the lending and retrieval of modules were developed by OHSP coordinators and teachers. Success of OHSP was examined by reviewing enrollment data; in Bacolod National High School, students who were not in the regular high school program were enrolled in the OHSP. OHSP students' NAT scores were reported in the regional DepEd website as in the case of Parang National High School. Publications such as the OHSP Quarterly Report of Mabini National High School provided information about the program in some schools.

OBJECTIVE 2: Identify the Strengths and Weaknesses of OHSP

2.1 OHSP Best Attributes

One of the most laudable components of the OHSP (**Table 89**) was the teaching-learning process as pointed by more than half of the school respondents (n = 88 or 56.77%). The school leadership (n = 75 or 48.39%) as well as the instructional materials (n = 73 or 47.10%) were also considered commendable. Only one-third (n = 53 or 34.19%) approved the learning environment and facilities.

TABLE 89. Best Attribute of OHSP (n = 155 schools)

OHSP COMPONENT	NO.	(%)
Teaching-Learning Process	88	(56.77)
School Leadership	75	(48.39)
Instructional Materials	73	(47.10)
Learning Environment & Facilities	53	(34.19)

The other aspects of OHSP that were considered creditable (**Table 90**) were the involvement and support of local government units, as mentioned by 18 percent of the school respondents. About 2 percent of the respondents also cited OHSP advocacy, teacher, volunteerism, cooperation, NGO support in terms of finances, and moral support of PTAs and the community. At least one school respondent added that OHSP gave opportunity to overaged students, that OHSP had small class size, that OHSP PTA was strong, and that the program helped students qualify for jobs abroad.

TABLE 90. Other Best Aspects of OHSP (n = 155 schools)

OTHER ATTRIBUTES	NUMBER	%
LGU and community support and involvement for advocacy, finances, skills training, materials reproduction	28	18.06
Advocacy	3	1.94
Teacher volunteerism	3	1.94
Cooperation	2	1.29
NGO support (i.e., finances)	2	1.29
Moral support from the teachers, PTA, and community	2	1.29
Opportunity to over-aged students	1	0.64
Small class size	1	0.64
Strong PTA	1	0.64
Jobs abroad	1	0.64

2.2 OHSP Contributions

Notwithstanding the challenges, the OHSP was an effective program for three of the major concerns in secondary education (**Table 91**). First, it alleviated overcrowding in classrooms in more than half of the schools (n = 100 or 64.52%). Second, it provided access to secondary education in almost all of the schools (n = 140 or 90.32%). Finally, it helped reduce dropout rates in ninety percent of the schools (n = 140 or 90.32%).

TABLE 91. Contributions of the OHSP (n = 155 schools)

CONTRIBUTION	YES (%)		NO (%)		NO RESPONSE (%)	
Decongestion of classrooms	100	(64.52)	34	(21.94)	21	(13.55)
Access to Secondary Education	140	(90.32)	2	(1.29)	13	(8.39%)
Reduction of Dropout Rate	140	(90.32)	5	(3.22)	10	(6.45%)

Schools reported having a better learning environment after implementing the OHSP because some students (e.g., those who were overaged, were pregnant, or were employed) opted to enroll in the program thereby minimizing the number of students in regular classrooms. The reduction in class size resulted in better interaction between students and teachers (**Annex N**). One respondent (0025) attested, “Overaged, working students pulled out from the classroom thus decongesting population.”

Another (0131) reported, “It lessened the 1:50 ratio of the (teacher-students) of regular class, the learning environment in (school) is improving due to the implementation of OHSP”

Access to secondary schools was increased when OHSP was implemented (**Annex O**). “Students who were unable to attend class regularly because of several reasons (working/ teenage pregnancy) were given a chance to continue their schooling and were able to graduate,” shared one respondent (0052). Moreover, “(students) who stopped schooling due to various problems ...have access to secondary education” (0020).

Dropout rates were reduced due to the implementation of the OHSP (**Annex P**). One respondent (0111) accounted, “Students who are decided to dropout are encouraged to enroll in the Open High School Program and many of them opt to be in the program instead of really dropping out.” Another (0026) put it this way, “The program served as a ‘catcher’ of those students at-risk of dropping out.”

The narration of a third respondent (0120) was “We have students who cannot continue their study because of financial problem or any other circumstances. But before they drop out we conferred and offered them this alternative mode of delivery, the OHSP. Hence, the students agreed to continue their schooling using this mode of delivery.”

2.3 Success Stories

Indicators of successful implementation of the OHSP according to school personnel who participated in the FGDs were increase in enrollment, number of OHSP graduates, reduction of dropout rate, and post-graduation advancement of those who completed secondary education through OHSP

- 1) **Increased OHSP Enrollment.** Nine (52.94%) out of 17 schools in Phase 2 of the study reported increased OHSP enrollments in a span of ten years (Table 92). The increase in OHSP enrollment was as low as 27.50 percent (Manicahan National High School) to as high as 97.64 percent (Don Pablo Lorenzo National High School). On the average, these nine schools increased by 70.09 percent.

TABLE 92. OHSP-Implementing Schools with Increased Enrollment

NAME OF SCHOOL	INITIAL NUMBER OF OHSP STUDENTS	NUMBER OF OHSP STUDENTS (SY 2012-2013)	PERCENT-AGE CHANGE (%)
1. Don Pablo Lorenzo National High School (NHS)	20	849	97.64
2. Bacolod City NHS	13	170	92.35
3. Camarines Norte NHS	7	83	91.57
4. Javier NHS	12	58	79.31
5. Babag NHS	57	267	78.65
6. Odiongan NHS	32	84	61.90
7. Jose Panganiban NHS	129	242	53.52
8. Makati High School	176	341	48.39
9. Manicahan NHS	58	80	27.50

- 2) **Increasing Number of OHSP Graduates.** The number of OHSP graduates had been growing in 16 (94.12%) of the 17 schools in Phase 2. Most noteworthy were Makati High School, Sanglely Point National High School, Babag National High School, and Manicahan National High School which reported 90 to 100 percent graduation rates.

- 3) **Decreased Dropout Rates.** Eleven schools (64.70%) in Phase 2 observed decreasing dropout rates as a result of OHSP implementation. Three of these schools, Babag National High School, Mabini Integrated School, and Ferrol National High School, had attained zero (0) dropout rates.

- 4) **Advancement of OHSP Graduates.** Seven (41.18%) of the 17 schools visited in Phase 2 announced that their OHSP graduates had proceeded to college after attending the program. These schools included Makati High School, Babag National High School, Jose Panganiban National High School, Camarines Norte National High School, Amir Bara Lidasan National High School, Bangao National High School, and Sinipsip National High School. Some OHSP graduates had also been employed locally and internationally, as in the case of those from Makati High School, Babag National High School, Jose Panganiban National High School, Amir Bara Lidasan National High School, Bangao National High School, Sinipsip National High School, and Ferrol National High School.

2.4 Innovative/Best Practices

OHSP-implementing schools introduced a number of procedures that helped them implement the OHSP effectively. In Makati High School, individualized plans for the OHSP students were emphasized. Bacolod City National High School had provided the OHSP online OHSP for 22 Grade 7 and 51 Second Year students.

Livelihood support for OHSP students and their parents was provided in Kabasalan National High School through the Public Employment Service Office (PESO) program. Bangao National High School developed its own OHSP workbooks and its PTA-funded honoraria for the OHSP coordinator (PhP7,000-8,000 monthly). Similarly, modules in English and math were also written by teacher-facilitators in Ferrol National High School.

Seventeen schools visited in Phase 2 described some of the things that helped them successfully implement the OHSP (**Table 93**). More than half of the participating schools acknowledged that the use of EASE modules (n = 11 or 64.70%), the supportive and competent teacher-facilitators (n = 10 or 58.82%), and capacity building for OHSP teacher-facilitators (n = 9 or 52.94%) had been instrumental in successful OHSP implementation. Other aspects of the OHSP that led to effective OHSP were the use of various teaching learning strategies, engagement of parents and guardians in the OHSP learners' schooling, clear understanding of OHSP guidelines and curriculum, and support from LGUs.

**TABLE 93. Best Practices of selected OHSP-implementing Schools
(n = 17 schools)**

BEST PRACTICE	NO. OF SCHOOLS	PERCENTAGE
1. Use of EASE Modules	11	64.70
2. Supportive and competent OHSP Teacher-facilitators	10	58.82
3. Training of OHSP Teachers	9	52.94
4. Use of various learning techniques/ strategies	4	23.52
5. Support of Parents and Guardians	4	23.52
6. Clear understanding of OHSP Guidelines & Curriculum	4	23.52
7. Support from LGUs	4	23.52

Teacher-facilitators in Sangley Point National High School utilized guided, individualized, and media-assisted teaching techniques depending on whether the OHSP learner was a “guided” learner or an independent learner. A remedial program called “Word to Teach the Word” and a peer-learning program named “Reach for the Stars” were incorporated in the OHSP instructional methods of Kabasalan National High School. Individualized, flexible learning techniques were applied in Parang National High School. OHSP learners in Kabasalan National High School and Odiongan National High School who had to travel long distances to attend weekly meetings were assisted by so-called “Bahay Sagip” or “Sagip Buhay” program which provided temporary lodging for them within the school premises.

2.5 Areas of Challenges and Weaknesses

School respondents were asked to summarize their experiences by identifying the challenging aspect of OHSP implementation (**Annex Q**). The main challenges for school implementors were the students themselves, their ability to engage in independent learning, attitude toward school, and motivation to meet school requirements (**Table 94**). Funding and materials were two other areas of difficulty for OHSP staff. Other aspects that OHSP personnel had to confront were: promoting the program in their communities; modifying many aspects of the instructional process such as teaching style, grading, and promotion of students; need for training; the allocation of space for OHSP use; the schedule of weekly meetings; and involvement of parents.

**TABLE 94. Challenging Aspects of OHSP Implementation
(n = 155 schools)**

OHSP COMPONENT	NO.	(%)	RANK
Students characteristics	67	(43.22)	1
Financial support	17	(10.97)	2
Modules	14	(9.03)	3
Advocacy	5	(3.22)	5
Teaching	5	(3.22)	5
Capacity building	5	(3.22)	5
Facilities	4	(2.58)	7.5
Schedule	4	(2.58)	7.5
Parental support	3	(1.94)	9

A critical evaluation of any program includes an examination of its weaknesses and limitations. The study identified difficulties encountered by both implementors and students. School respondents were asked to identify aspects of the OHSP that impeded its successful implementation (Table 95).

Practically all aspects were named as a weak area, but about half of the respondents identified that first among the weak components was learning materials (n = 96 or 61.94%), followed by level of financial support (n = 89 or 57.42%), and capacity building (n = 77 or 49.68%). About one-fifth pointed out to administrative issues such as advocacy and promotion (n = 34 or 21.94%), monitoring and evaluation (n = 32 or 20.64%), delivery system (n = 31 or 20.00%), registration system (n = 26 or 16.77%), and awards and recognition (n = 25 or 16.13%).

**TABLE 95. Factors that Inhibit Efficient OHSP Implementation
(n = 155 schools)**

OHSP COMPONENT	NO.	(%)	RANK
Learning materials	96	(61.94)	1
Level of financial support	89	(57.42)	2
Capacity building	77	(49.68)	3
Level of parental awareness/support	60	(38.71)	4
Mentoring of learners	51	(32.90)	5
Orientation	49	(31.61)	6
Student assessment tool	48	(30.97)	7
Level of student motivation	45	(29.03)	8
Counseling of learners	43	(27.74)	9
Access barriers	42	(27.10)	10
Student monitoring	35	(22.58)	11
Advocacy and promotion	34	(21.94)	12

OHSP COMPONENT	NO.	(%)	RANK
Monitoring and evaluation	32	(20.64)	13
Delivery system	31	(20.00)	14
Registration system	26	(16.77)	15
Awards and recognition	25	(16.13)	16
Others	9	(5.81)	17

Some of the comments provided by school respondents about the student assessment tool used in OHSP described its characteristics as well as its administration (**Annex R**). The ILRT did not “actually assess independent learning,” it was not a “standard student assessment tool,” and there was a “lack of teachers to handle the assessment.” The registration system was also beset with problems such as the lack of systematic procedures, “difficulty in filling out the enrollment form,” and delay in submission of documents.

Administrators, OHSP coordinators, and teachers expressed their lack of familiarity about recent guidelines on OHSP implementation. This was attributed to their lack of orientation and training on the roles of teachers, the purposes of weekly meetings, the use of modules and other learning materials, and related activities such as home visitations. Participation of both students and parents in the orientation was not as extensive as expected (**Annex S**). This may be because some implementors did not receive any enrichment/refreshers course on the program.

Most OHSP teachers had regular teaching loads and their OHSP assignment was considered additional responsibility as in Makati High School. Teachers participating in the FGDs shared that they worked extra hours on weekdays for the OHSP students. Some used their weekends for home visitations. Teachers felt they were overloaded with school work, and at the end of the day or week, when meeting with OHSP learners, they had little time and energy to enable them to attend to the needs of the learners. Teachers had difficulty managing long hours especially allocated to consultation with OHSP students. For this reason, a few teachers were unable to meet OHSP students during weekly meetings as scheduled (**Annex T**).

Students in FGDs also commented that when an OHSP teacher was absent for weekly sessions, there was no substitute teacher to meet them. Many schools also did not have a full-time guidance counselor who would provide the psycho-social assistance to OHSP learners. In many schools like Mabini Integrated School, a teacher was designated to fulfill the function of guidance counselor. OHSP teachers were also not properly compensated for the time they devoted to OHSP duties. Even after a memorandum for converting OHSP hours to vacation service credits has been issued, OHSP teachers in some schools were not given such privilege.

Teachers and students also reported the lack of modules in English and most modules for Grades 8 to 10 (Mabini Integrated School). Only about 60 percent of the OHSP respondents said they received the modules upon enrollment (Table 96). Others noted that many modules contained lessons that were not consistent with the new curriculum. This is not surprising because the modules used were developed for the EASE program which was based on the old curriculum. One school (Amir Bara Lidasan National High School) found the modules difficult to use because they presented summaries of lessons. In some schools, materials could be downloaded from the internet. However, downloading also cost time and money which often were scarce in implementing schools.

TABLE 96. Received Modules upon Enrollment

RESPONSE	NO. OF STUDENTS	(%)
Yes	195	(58.91)
No	116	(35.04)
No answer	20	(6.04)
TOTAL	331	

Insufficient funding support for OHSP was another major difficulty faced by implementing schools, particularly during the first years of the program. Most affected were mountain schools where access to the internet was only possible in major towns. Funds were needed mainly for reproducing modules and testing materials. Many schools relied on the private sector for support. In recent years, funds allotted for Alternative Delivery Mode (ADM) were made available for use of OHSP schools.

There were also shortcomings in OHSP facilities and equipment. OHSP weekly meetings were held in any available place, such as the library, guidance office, theater or any open space, which may or may not have a roof. Some classrooms were held in whatever limited learning resources and facilities. In many schools, poor ventilation in meeting rooms added to the difficulty of learning. Lack of multimedia facility for blended learning was one obstacle faced by OHSP schools that wanted to maximize the use of technology in monitoring learners.

OHSP coordinators also expressed their concern about the lack of planning and projection of subjects for Grades 11 and 12.

Difficulties faced by OHSP learners surfaced during the FGDs. Many of them were already saddled with financial problems which meant paying for photocopies of modules and other learning materials, transportation fare to and from school, and internet use for downloading modules became added burden. Working with modules was also another hurdle that learners had to overcome. For some OHSP learners who did not have the capability to learn the material on their own, modular instruction was arduous. They needed more time to answer workbooks and/or modules and found weekly meetings insufficient for consultation with teachers.

Other difficulties ensued from these problems (**Table 97**). For example, lack of financial resources caused difficulties in submitting assignments and projects, in taking examinations and even in merely going to school. Some difficulties were related to understanding lessons particularly in math, science, and English. Written in English, the learning materials were found difficult to comprehend by some OHSP learners due to the language barrier. Some difficulties were encountered with regard to instruction, mostly in terms of amount of time for discussing and clarifying lessons.

Completing assignments and worksheets was particularly difficult for working students who could not manage their need to earn money for themselves and their families and their desire to finish secondary education. For other OHSP students, the independent learning approach at times posed a difficulty because they had little or no assistance nor resources at home, and relied only on the weekly meetings which often were not sufficient to cover what they could not understand simply by working on their own.

TABLE 97. Other Difficulties Experienced by OHSP Students

TYPES OF DIFFICULTIES	EXAMPLES OF STUDENT RESPONSES
1. Difficulties due to insufficient or lack of financial resources	Difficulty in completing assignments because computer shops are not easily accessible; no money to pay for internet fees; cannot afford to buy PC; no money to buy materials for projects; no money to photocopy modules or worksheets; cannot go to school to take exams because no money to spend in going to school.
2. Difficulties related to academic subjects	Difficulty in understanding and solving math problems; difficulty in conducting experiments in science; difficulty in using correct grammar and understanding parts of a sentence (e.g., verb, adverb, etc) and some words in English subject; difficulty in TLE topics (e.g., drafting, automotive).
3. Difficulties related to learning materials used	Difficulty in understanding and answering modules and worksheets because instructions and questions are not clear; modules have so many pages and subjects; difficulty in taking tests/exams due to language barrier (i.e., written in English).
4. Difficulties related to teachers and methods of teaching	Teacher is strict; some teachers do not attend their classes and do not discuss the lessons; difficulty in understanding math problems because there are some topics that are not covered within the one-hour allocated time for teaching; there are delays in teaching some of the topics; difficulty in periodical exams because some items were not discussed.

TYPES OF DIFFICULTIES	EXAMPLES OF STUDENT RESPONSES
5. Difficulties due to other competing priorities	Working student; no time to complete projects because of chores at home; no time to join extra-curricular activities; home study has been difficult because of other duties at home (e.g., need to help parents at work).
6. Difficulties due to structure/ approach of OHSP	Home study has been difficult because we sometimes forget the lessons; learner assessment has been difficult because not all topics are covered; difficult to understand some of the quizzes and assignments; difficult to complete projects and assignments because we only go to school once a week; difficult to learn all subjects, unlike in regular classes, since we only attend class once a week; difficult in answering some modules because of lack of mentors at home; home study has been difficult due to insufficient reference materials at home.
7. No difficulties	About 60 students said that they don't find anything difficult in OHSP because their teachers are good; their classmates are fun to be with; the assignments are just right; and they're excited.

Other areas of weakness in the OHSP were the inadequate or lack of proper orientation for students and parents about the extension of secondary education to include Grades 11 and 12 under the new K to 12 curriculum. Students and their parents thought that the additional two years of secondary education would delay completion of the program. Some OHSP implementors, particularly those who lived in remote places and in small islands, felt that the program lacked flexibility in its guidelines.

On top of these, treatment of OHSP students by their peers in some schools was sometimes tainted with discrimination. In some schools, OHSP students were considered inferior compared to those in the regular high school program. Consequently, some OHSP learners displayed low self-esteem and lacked interest and motivation in their schoolwork.

Some of the access barriers (**Annex U**) that stood in the way of OHSP learners' successful participation in the program included geographical distance of home or work areas from school, which made attendance to weekly meetings difficult. For working students, time and financial constraints were also deterrents in gaining the benefits of the OHSP. Some give priority to their work at the expense of their schooling. Many other person-related and family-related problems distracted OHSP learners from making the most of the program.

Parental support for some OHSP learners was also either minimal or non-existent (**Annex V**). Some parents were not favorable to take home activities of OHSP learners, possibly because they limited their children's time and energy to help them with household work or family responsibilities. The old-fashioned cultural belief that "girls should stay at home" was blamed by FGD participants in Muslim Mindanao for low participation in OHSP; education of their female children was a low priority for parents in this region. Some parents expected their children to work in order to augment family income. Other parents obliged their children to help in domestic responsibilities such as caring for younger siblings or older parents. Parental representation, i.e., PTA, for OHSP learners was not a common feature in participating schools.

The most serious weakness of the OHSP was the lack of a monitoring and evaluation system for continued improvement. First and foremost, there was no uniform set of tools for monitoring and evaluation (**Annex W**). Monthly monitoring and evaluation were also "not fully implemented." When OHSP data were not collected, they were not considered separate and significant part of the DepEd database. For the past five years covered by this study, monitoring had been conducted mostly on a school-level, and at best at the division level. This may help explain why implementation was quite varied and lacking in consistency from school to school. More importantly, a systematic method of tracking OHSP graduates had not been formally instituted. Success stories had also not been methodically documented.

Policies identified needing improvement or adjustment were those pertaining to screening and admission, grading, evaluation, promotion, teacher compensation, and use of ADM funds (**Annex X**). More specifically, guidelines on the required level of reading ability and capacity for self-learning for acceptance into the program should be reviewed to take into consideration the characteristics of the learners. Procedures in filling out report forms (Forms 1, 137, 138 and 18), in applying assessment tools, and in using these tools for promoting students to the next school level were felt to need clarification. There was also confusion with regard to policies on honoraria and service credits for OHSP teachers as well as availability of ADM funds for OHSP use. Application of these guidelines and policies varied depending on the interpretation of the implementors.

OBJECTIVE 3: Compare the Performance of OHSP and Regular High School Students

Cohort samples of OHSP and regular high school students were selected from NCR, Luzon, Visayas, and Mindanao. The school with the highest OHSP enrollment was identified from each of the four geographical areas (**Annex E**). In each school, fifty ($n = 50$) OHSP students were randomly chosen each from the roster of four high school levels. Comparison groups of the same size were also selected randomly from the regular high school student population.

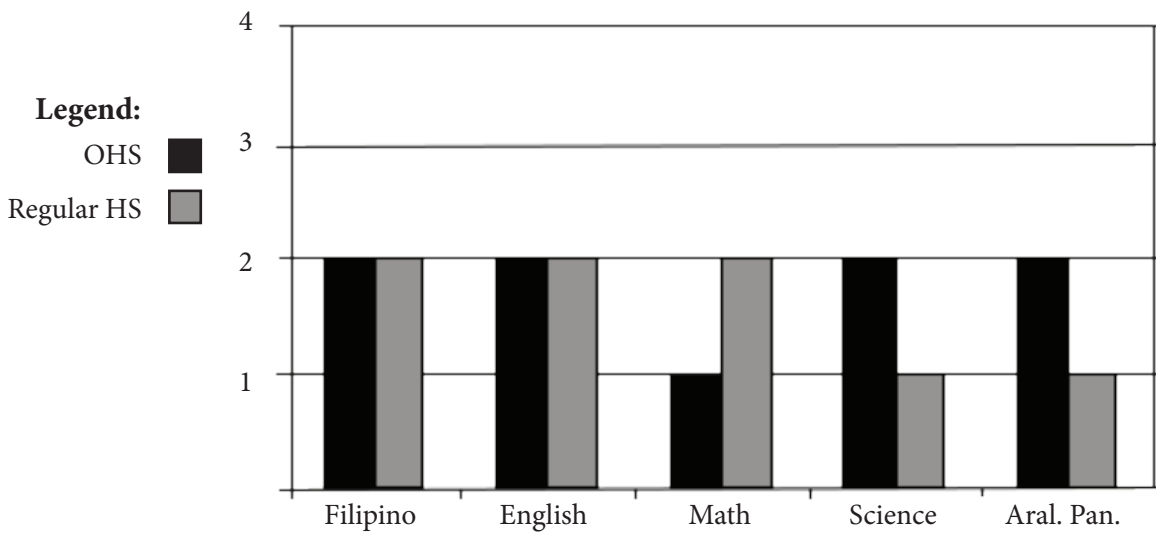
Records of final grades in five subjects (mathematics, science, English, Filipino, and araling panlipunan) for First to Fourth Year students enrolled in SY 2012-2013 were obtained from OHSP coordinators in each school. In all four schools (NCR and Luzon), photocopies of school records of the sampling pool were personally obtained by researchers from the OHSP coordinator. Grades of students randomly selected from the sampling pool were encoded in a master file for all five subjects. Data were organized by subject, by year level, and by school.

Final grades in school subjects were reported in terms of percentage for most of the students, from first to fourth year levels. The t-test for independent means was used in comparing OHSP and regular HS students. However, in two schools (NCR and Luzon), grades for the First Year students were reported as levels of proficiency, such as “B” for Beginning, “AP” for Approaching Proficiency, “P” for Proficient, and “A” for Advanced (**Annex F**). Unlike percentage grades, these data are qualitative descriptions of performance arranged from lowest to highest. Therefore, the statistical procedure called Mann-Whitney U test was applied. The Mann-Whitney U test is the equivalent of the independent t-test when data are in rank order rather than actual numerical values like percentage scores (**Annex G**). Thus, data for First Year students of the NCR and Luzon schools were analyzed using the Mann-Whitney U test. Separate analyses were performed for each of the five subjects, by school (4) and by year level (4), yielding eighty (80) comparisons.

Descriptive statistics such as mean and standard deviation were computed for each subject by year and by school. Mean performance in the five subjects were computed by school or location.

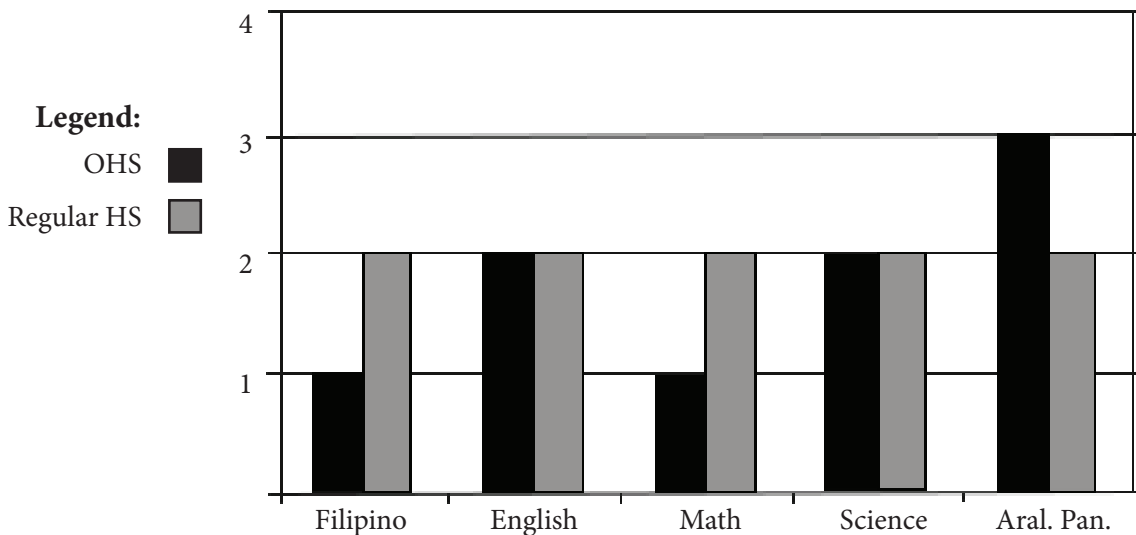
First Year Students. In the NCR, First Year OHSP and regular high school students had the same proficiency levels in Filipino and in English (**Figure 11**). In math, regular students did better than OHSP students, while in science and araling panlipunan, the OHSP students showed higher proficiency levels.

FIGURE 11. Proficiency Levels of First Year Students in NCR in 5 Subjects



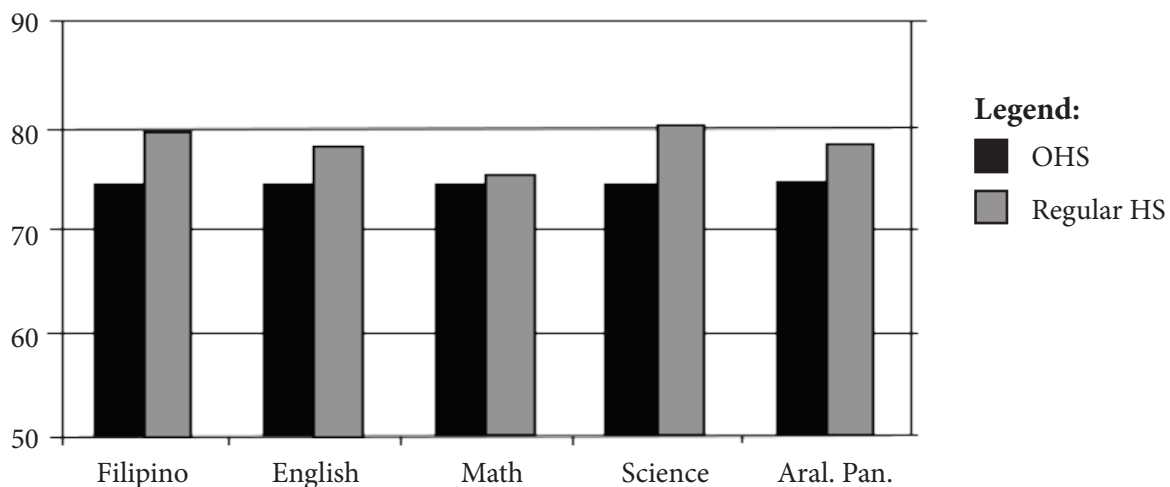
OHSP and regular high school students from the school representing Luzon had the same levels of proficiency in English and in science (**Figure 12**). Regular high school students did better in Filipino and in math, while OHSP students had higher grades in araling panlipunan.

FIGURE 12. Proficiency Levels of First Year Students in Luzon in 5 Subjects



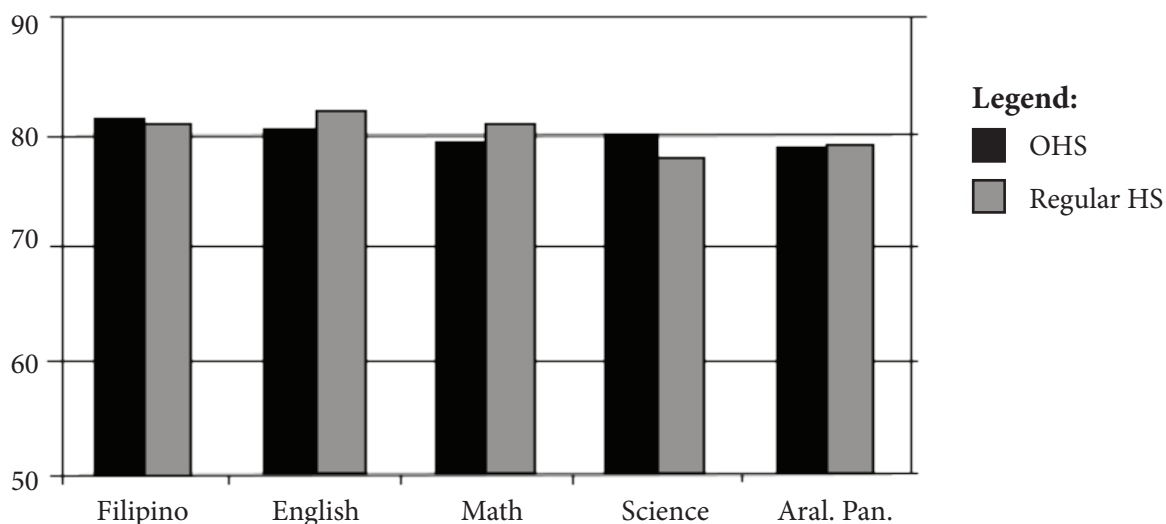
In the schools selected to represent the Visayas and Mindanao, grades for First Year were reported in terms of percentages. Regular high school students in the school representing the Visayas still did better than OHSP students, but the differences were minimal, most especially in mathematics (**Figure 13**).

FIGURE 13. Performance Levels of First Year Students in Visayas in 5 Subjects



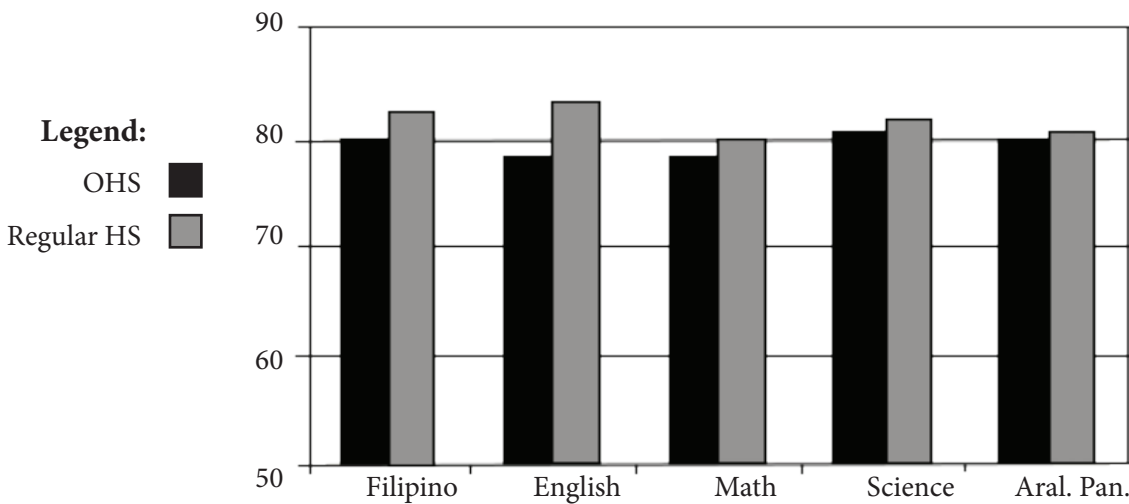
In the school representing Mindanao, differences between OHSP and regular high school students were also minimal, and in two subjects, Filipino and science, the OHSP students did slightly better than their regular high school counterparts (Figure 14).

FIGURE 14. Performance Levels of First Year Students in Mindanao in 5 Subjects



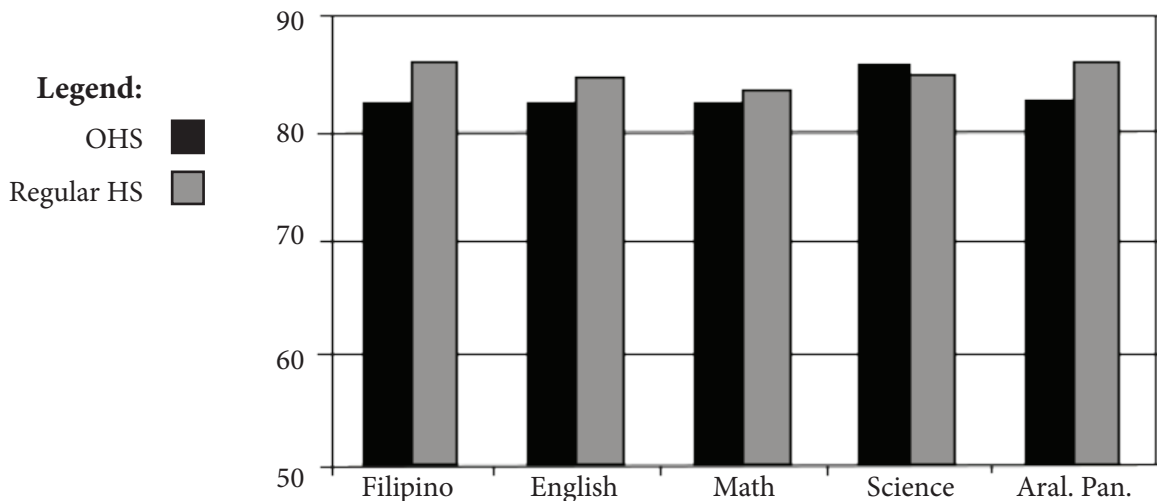
Second Year Students. In general, Second Year students enrolled in the regular high school program of the NCR schools did better than their counterparts in the OHSP in all five subjects (Figure 15). The differences were highest in Filipino and in English, and lowest in science and araling panlipunan. However, the differences were quite small and, in the case of the latter two subjects, negligible.

FIGURE 15. Performance Levels of Second Year Students in NCR in 5 Subjects



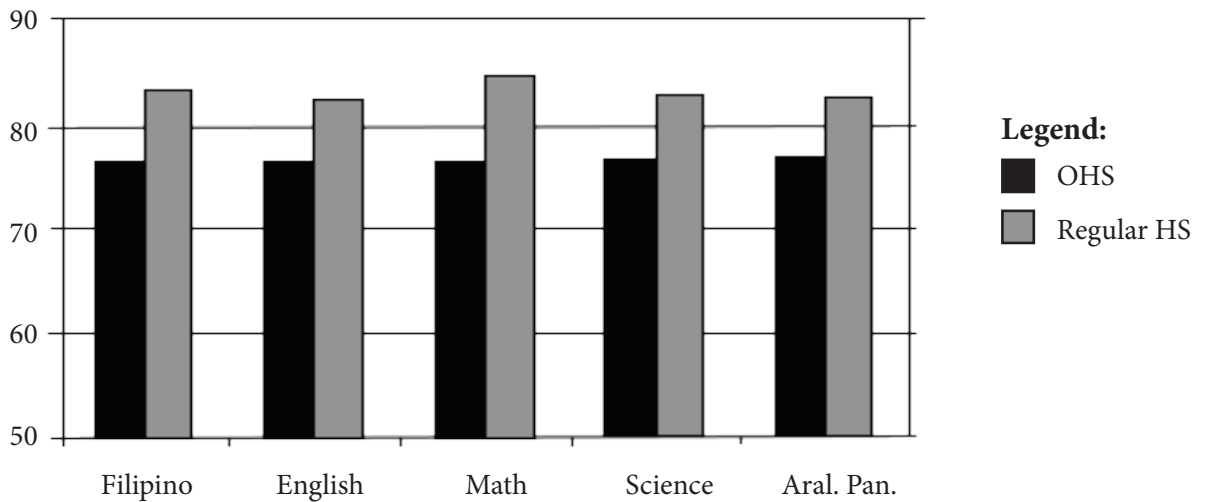
For the Luzon school, Second Year students in the regular high school program outperformed the OHSP students in four subjects, Filipino, English, math, and araling panlipunan (**Figure 16**). In science, however, the OHSP students slightly did better than the regular high school students.

FIGURE 16. Performance Levels of Second Year Students in Luzon in 5 Subjects



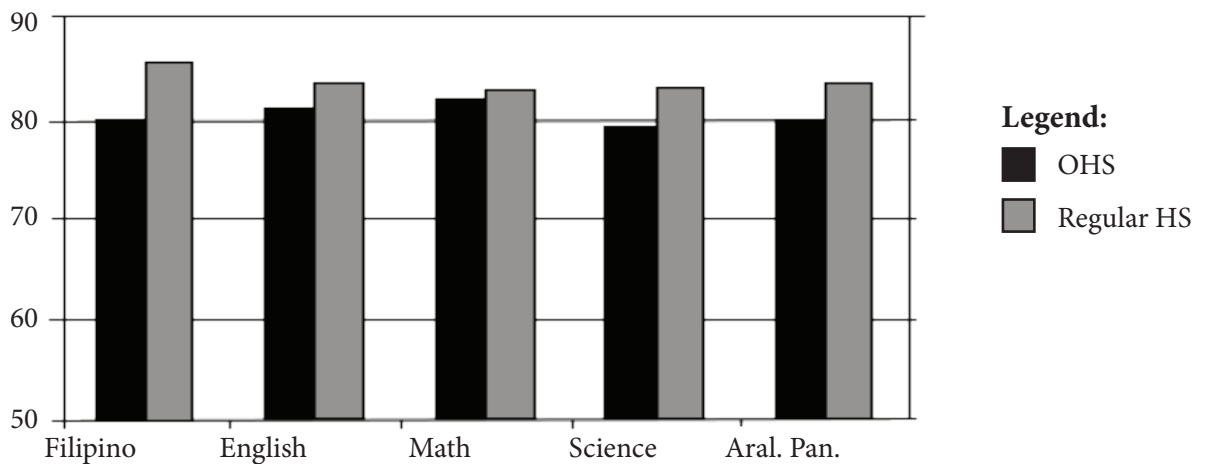
The direction of the differences in performance between regular high school and OHSP students in the school representing Visayas was in accordance with the expectation: regular high school students had higher achievement than those in the OHSP (**Figure 17**).

FIGURE 17. Performance Levels of Second Year students in Visayas in 5 Subjects



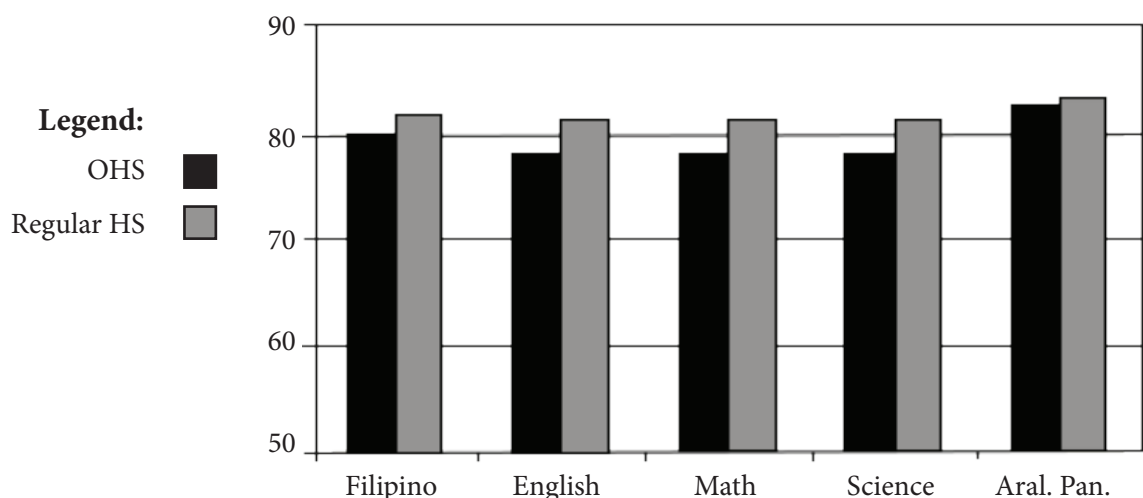
As for the Mindanao school, differences between OHSP and regular high school students were most evident in Filipino, araling panlipunan, science, and English (Figure 18). In math, the two groups did equally well.

FIGURE 18. Performance Levels of Second Year Students in Mindanao in 5 Subjects



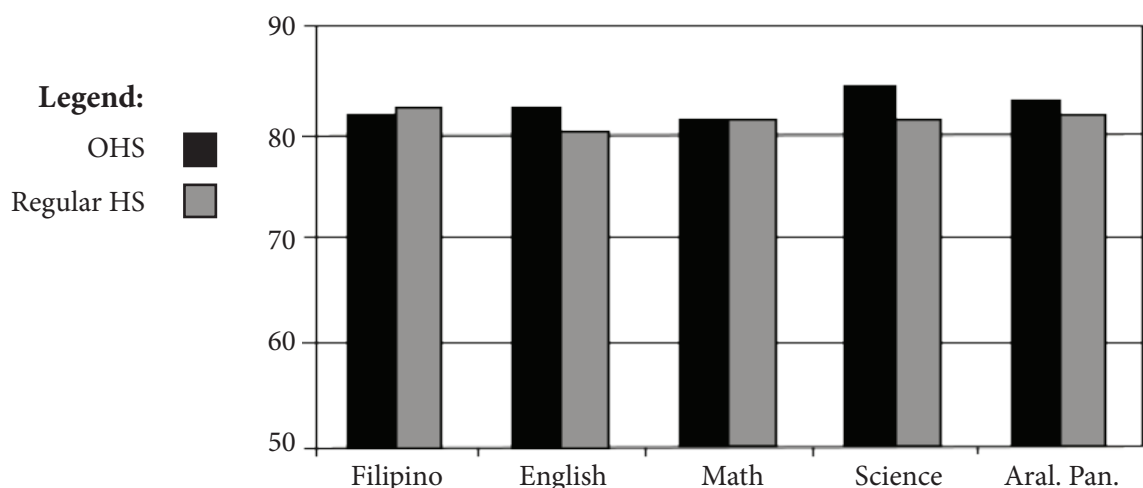
Third Year Students. In NCR, the performance of Third Year students in the regular high school program and those in OHSP in all five subjects did not differ much, indicating that the OHS students were doing just as well as the regular high school students in all five subjects (Figure 19).

FIGURE 19. Performance Levels of Third Year Students in NCR in 5 Subjects



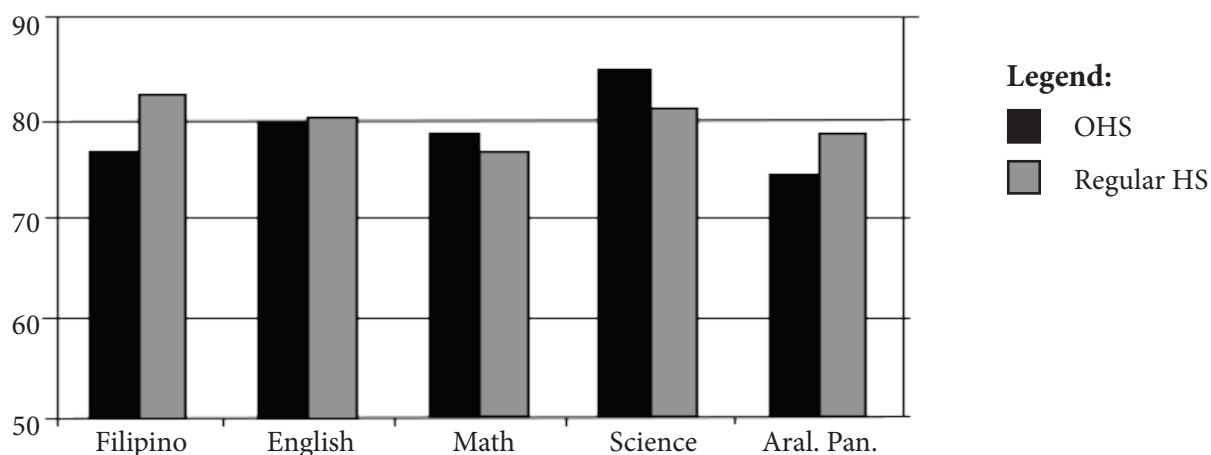
In the Luzon school, Third Year OHSP students attained about the same level of performance as regular high school students in four subjects, English, araling panlipunan, math, and Filipino (**Figure 20**). In science, they did even better.

FIGURE 20. Performance Levels of Third Year Students in Luzon in 5 Subjects



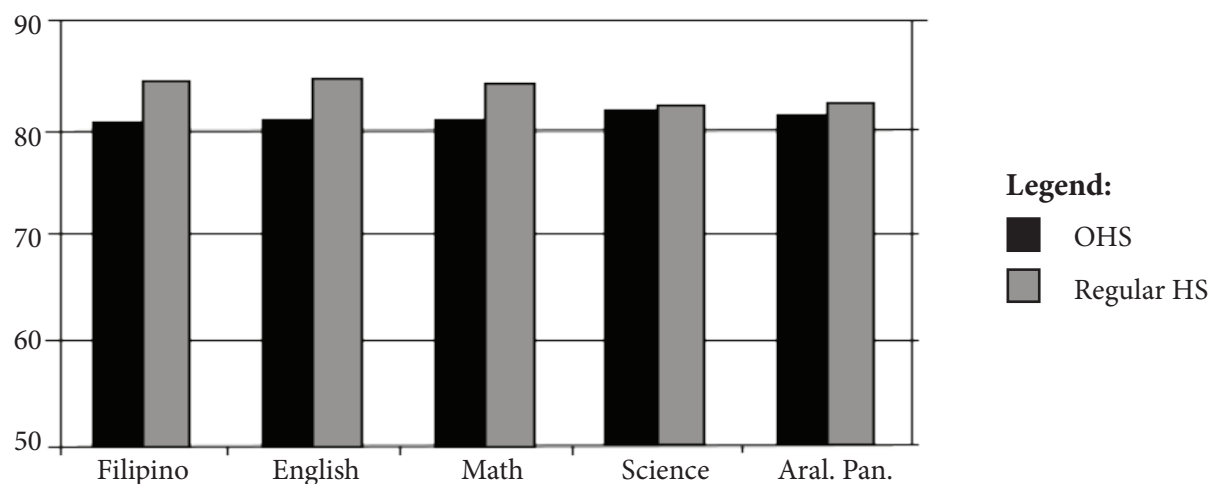
OHSP and regular high school students in the school representing Visayas did not differ much in terms of school performance (**Figure 21**). In Filipino and araling panlipunan, regular high school students, on the average, had higher achievement, while in math and science, the OHSP students performed better. In English, the two groups were at about the same level.

FIGURE 21. Performance Levels of Third Year Students in Visayas in 5 Subjects



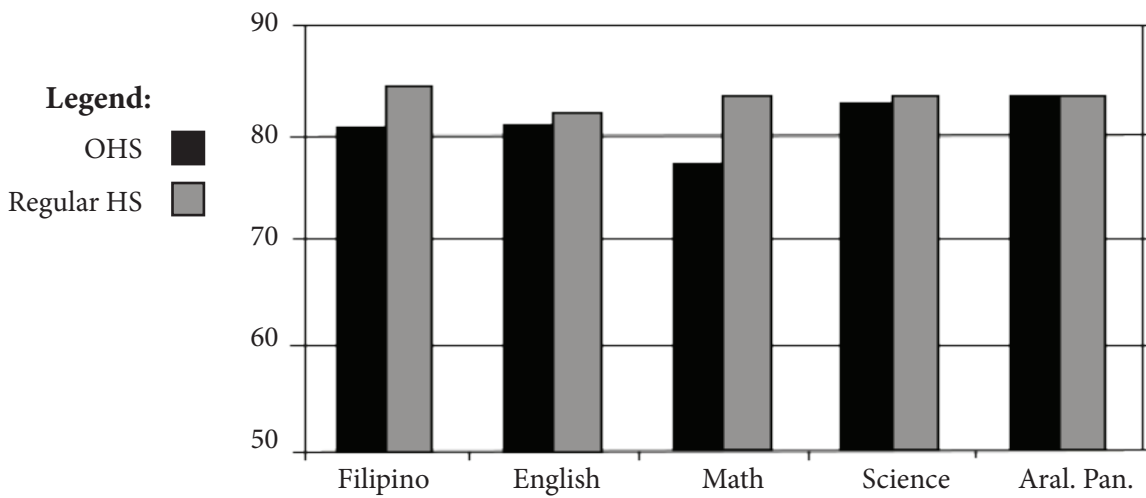
Third Year students in the regular high school in Mindanao showed higher achievement than students in the OHSP school in all five subjects, the greatest difference being in Filipino, English, and math (**Figure 22**).

FIGURE 22. Performance Levels of Third Year Students in Mindanao in 5 Subjects



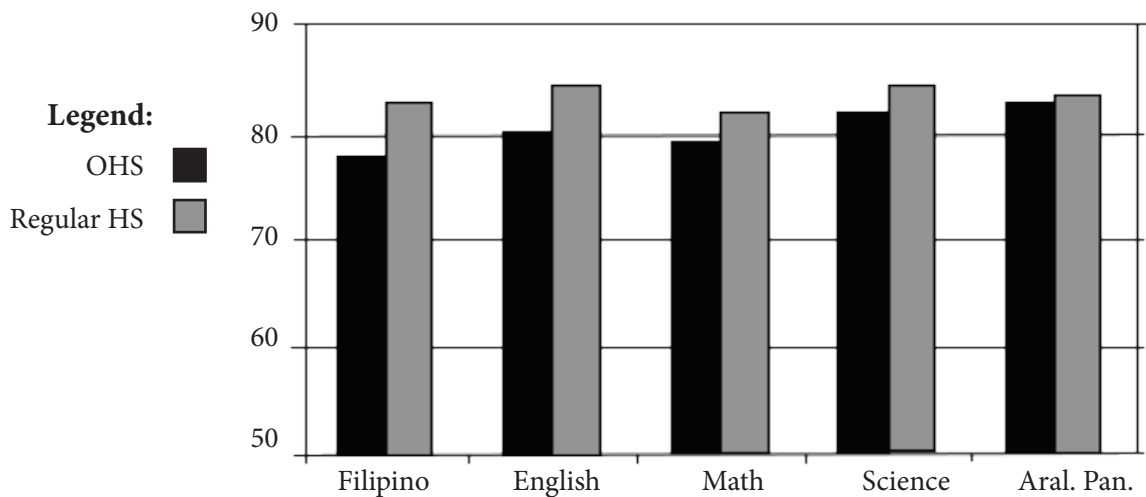
Fourth Year Students. The performance of Fourth Year OHSP students in the NCR was not very far from that of the regular high school students in four subjects, araling panlipunan, science, English, and Filipino (**Figure 23**). In math, the regular HS students did better than the OHS students.

FIGURE 23. Performance Levels of Fourth Year Students in NCR in 5 Subjects



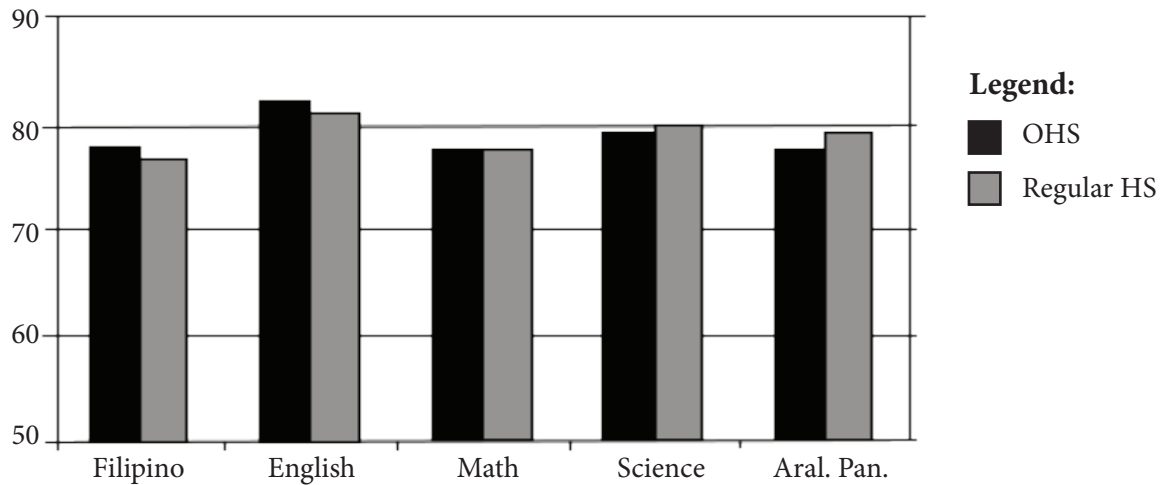
Fourth Year students in the OHSP school in Luzon were a few percentage points lower than students from the regular high school in four subjects, Filipino, English, science, and math (Figure 24). In araling panlipunan, they attained about the same level of performance.

FIGURE 24. Performance Levels of Fourth Year Students in Luzon in 5 Subjects



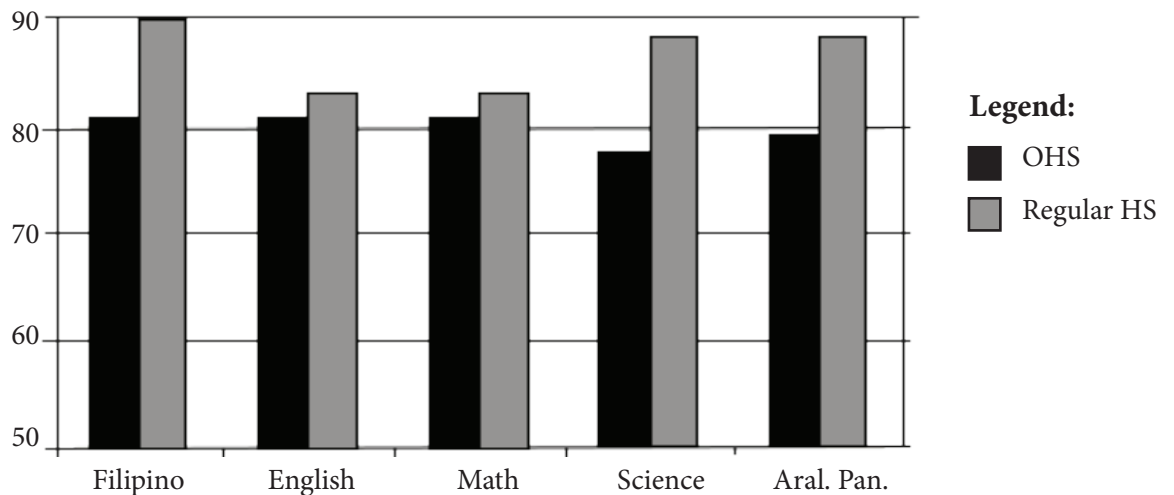
As for the school in the Visayas, the performance of Fourth Year OHSP students in all five subjects was not inferior to that of their counterparts in the regular high school. Students in OHSP and in the regular high school in the school representing Visayas showed about the same level of school performance (Figure 25).

FIGURE 25. Performance Levels of Fourth Year Students in Visayas in 5 Subjects



In the Mindanao school, the achievement levels of Fourth Year students in the regular high school were slightly superior to those of the students in the OHSP (Figure 26).

FIGURE 26. Performance Levels of Fourth Year Students in Mindanao in 5 Subjects



Means of OHSs and regular high schools from the four geographical areas in the sample were aggregated for each level by subject. Across all four year levels, the performance of OHSP students was very close to that of the regular high school students in all five subjects (Figures 27 to 31).

FIGURE 27. Comparison in Math Performance

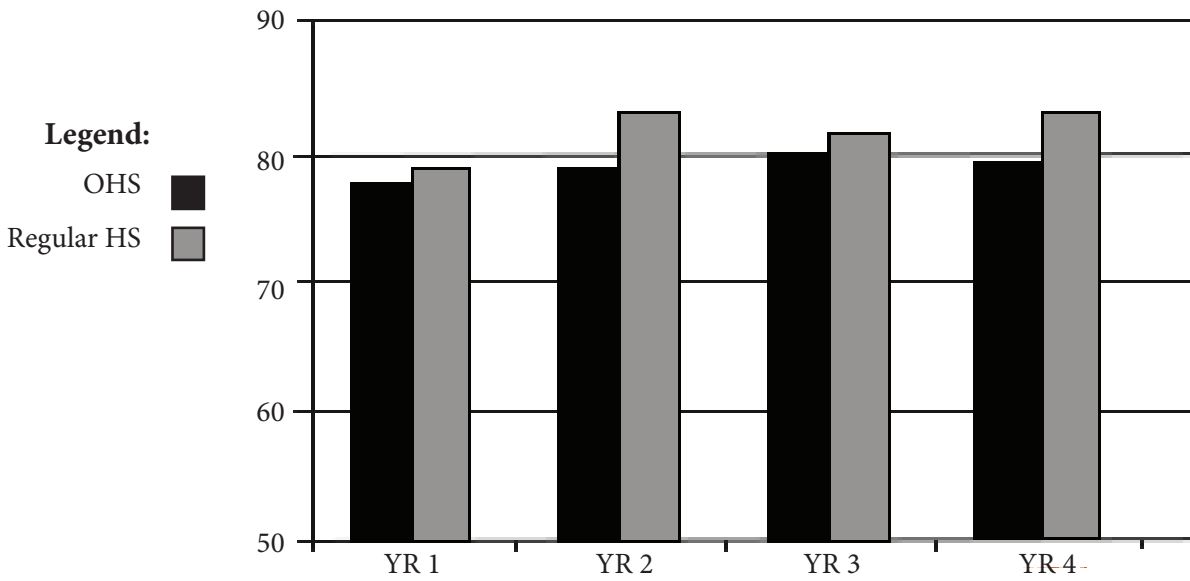


FIGURE 28. Comparison in Science Performance

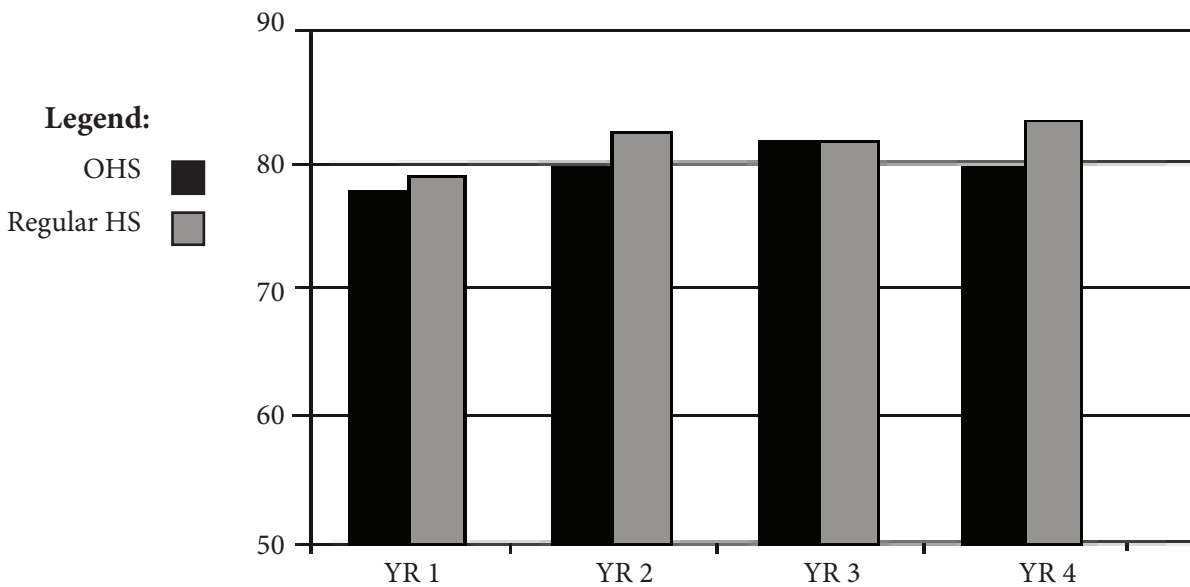


FIGURE 29. Comparison in English Performance

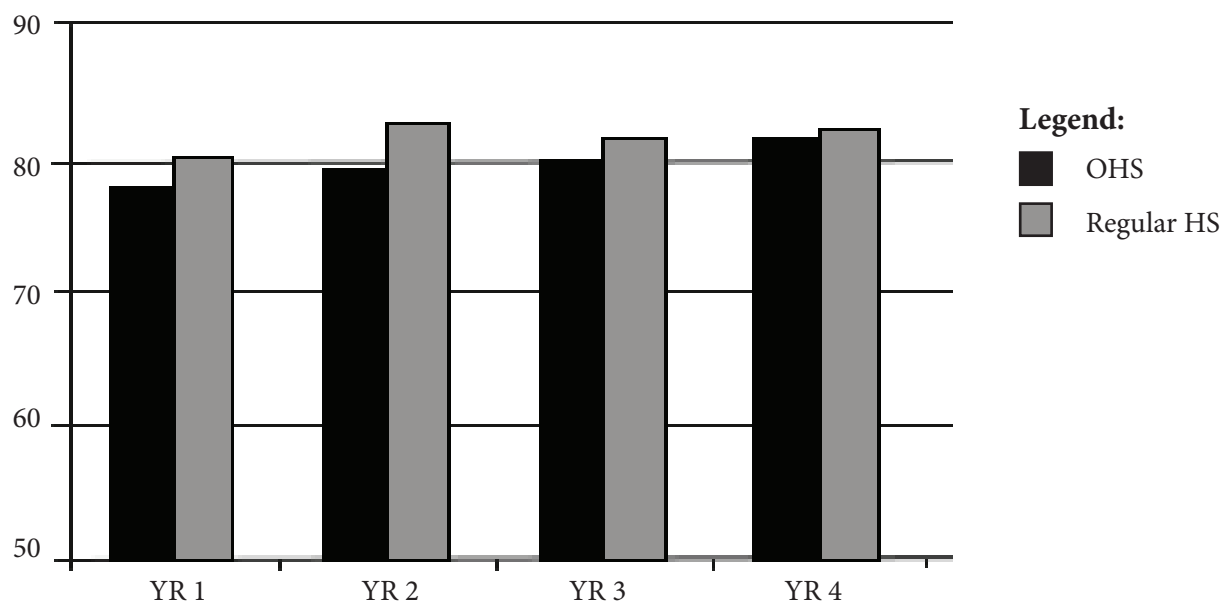


FIGURE 30. Comparison in Filipino Performance

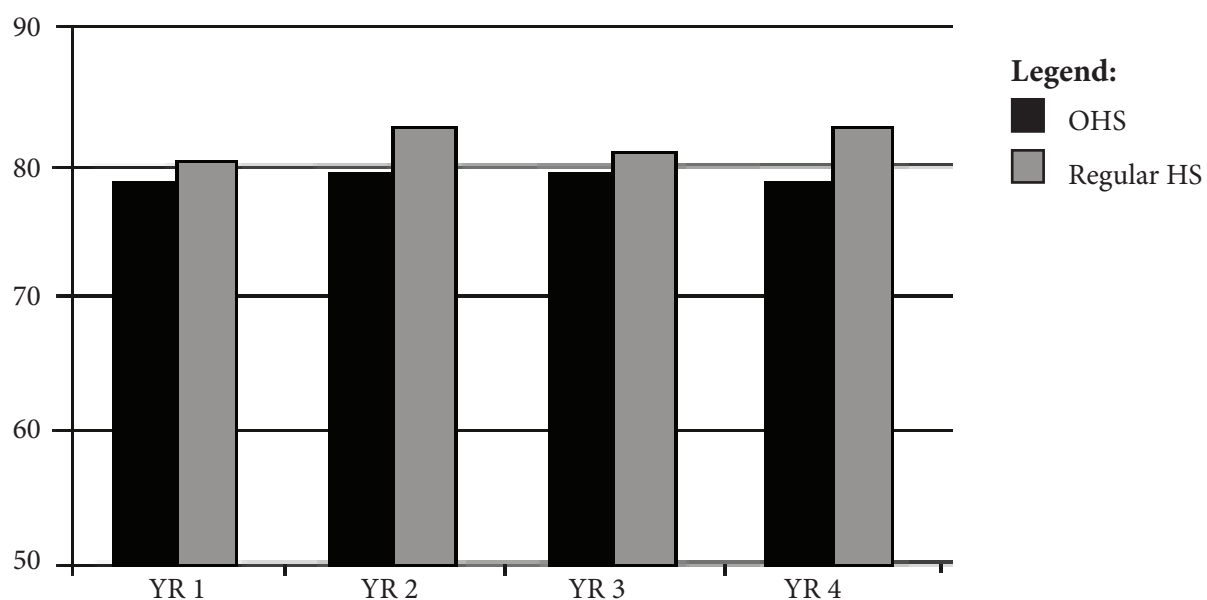
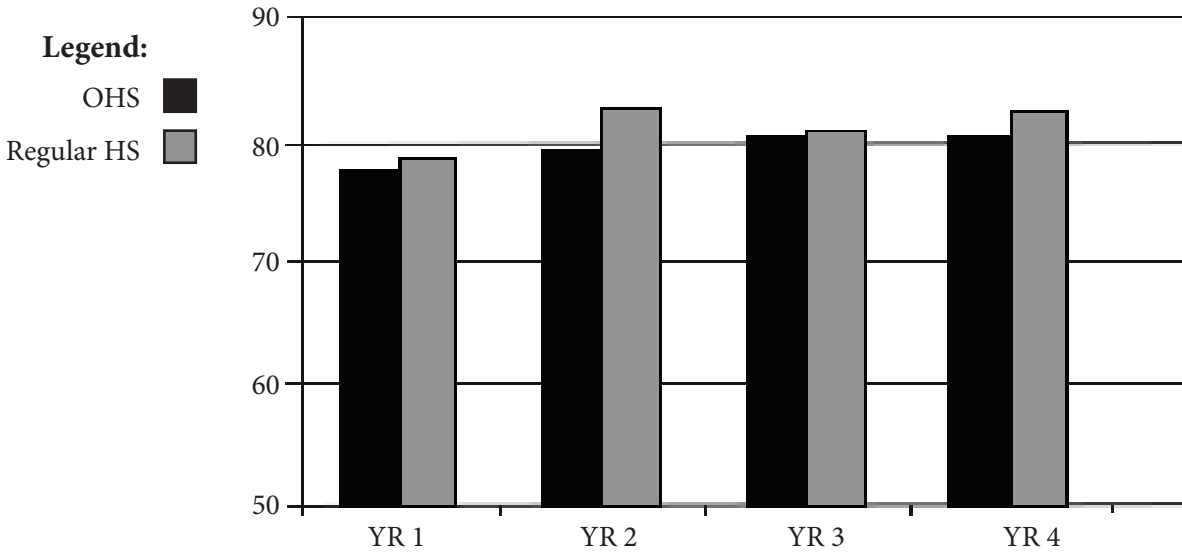


FIGURE 31. Comparison in Araling Panlipunan Performance



For detailed analysis of the data, 80 independent t-tests were computed, 16 (four schools by four year levels) for each of the five subjects. In mathematics and science, there were no statistical differences between OHSP and regular high school students in 12 comparisons (**Table 98**).

TABLE 98. Geographical Areas and Year Levels where OHSP and Regular High School Students were at par in Math and Science

SITE	OHS	REGULAR	DIFFERENCE	t/MW U	p	FINDING
MATHEMATICS						
FIRST YEAR						
VISAYAS	76.33	77.00	-0.67	1.50	0.14	NS**
SECOND YEAR						
NCR	78.48	80.00	-1.52	1.94	0.06	NS
LUZON	81.30	82.34	-1.04	1.52	0.13	NS
MINDANAO	82.04	82.26	-0.22	0.28	0.78	NS
THIRD YEAR						
LUZON	80.92	80.90	0.02	0.03	0.98	NS
FOURTH YEAR						
VISAYAS	78.44	78.38	0.60	0.16	0.87	NS
SCIENCE						
FIRST YEAR						
LUZON	54.80	47.13		1043.00*	0.16	NS
SECOND YEAR						
NCR	80.50	81.20	-0.70	0.89	0.37	NS
THIRD YEAR						
VISAYAS	78.22	78.84	-0.62	1.18	0.24	NS
MINDANAO	82.14	83.20	-1.42	1.63	0.11	NS
SCIENCE						
FOURTH YEAR						
NCR	82.56	83.08	-0.52	0.47	0.64	NS
VISAYAS	79.20	79.68	-0.48	0.93	0.35	NS

* Mann-Whitney U test result; ** NS – Not Significant

In English and in Filipino, five comparisons in each were not significant (**Table 99**). In araling panlipunan, a little more than half of the comparisons showed no difference between OHSP and regular high school. All in all, there were 31 (38.75%) comparisons that indicated that the OHSP students did not differ from the regular high school students.

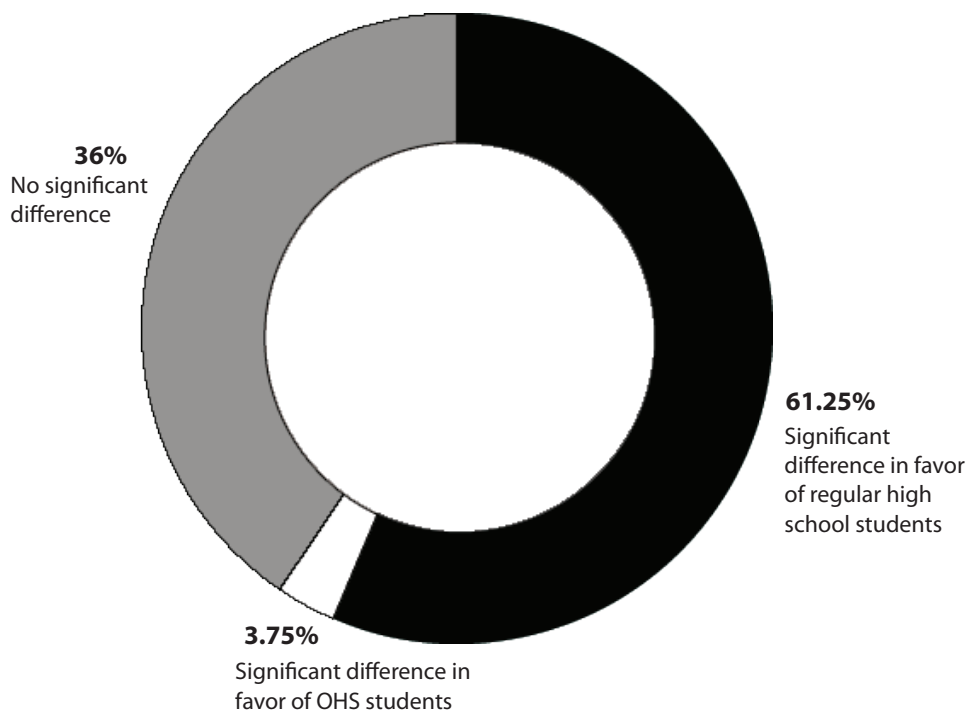
TABLE 99. Geographical Areas and Year Levels where OHSP and Regular High School Students were at par in English, Filipino and Araling Panlipunan

SITE	OHS	REGULAR	DIFFERENCE	t/MW U	p	FINDING
ENGLISH						
FIRST YEAR						
NCR	48.54	52.46		1152.00*	0.45	NS**
LUZON	50.25	50.70		1221.00*	0.94	NS
THIRD YEAR						
LUZON	81.60	80.28	1.32	1.50	0.14	NS
VISAYAS	80.04	80.24	-0.20	0.46	0.65	NS
FOURTH YEAR						
NCR	80.48	80.90	-0.42	0.48	0.63	NS
FILIPINO						
FIRST YEAR						
NCR	48.32	52.68		1141.00*	0.43	NS
MINDANAO	82.12	81.87	0.25	0.28	0.78	NS
THIRD YEAR						
NCR	80.06	81.14	-1.08	1.25	0.22	NS
LUZON	81.90	82.26	-1.36	1.33	0.19	NS
FOURTH YEAR						
VISAYAS	78.54	78.46	0.08	0.19	0.85	NS
ARALING PANLIPUNAN						
FIRST YEAR						
LUZON	52.44	48.97		1146.50*	0.53	NS
MINDANAO	78.86	79.07	-0.21	0.26	0.80	NS
SECOND YEAR						
NCR	80.04	80.46	-0.42	0.50	0.62	NS
THIRD YEAR						
NCR	82.80	83.12	-0.32	0.27	0.79	NS
LUZON	82.00	81.86	0.41	0.17	0.86	NS
MINDANAO	82.14	83.20	-1.06	1.41	0.16	NS
FOURTH YEAR						
NCR	83.12	83.16	-0.04	0.04	0.97	NS
LUZON	81.74	82.32	-0.58	0.62	0.54	NS
VISAYAS	78.22	78.54	-0.32	0.58	0.57	NS

* Mann-Whitney U test result; ** NS – Not Significant

Where there were significant differences (49 comparisons or 61.25%), the direction of the difference was often in favor of the regular high school, but in three (3.75%) of these, the OHSP students outperformed the regular high school students, and these were in the schools selected from Luzon and the Visayas (Figure 32).

FIGURE 32. Comparisons of Performance



In all four geographical areas represented in the sample, and in all five subjects, high school students attending the OHSP and the regular high school curriculum did not statistically differ, suggesting that OHSP students did just as well as regular high school students. The significant differences between OHSP and regular high school students was not surprising, nor an unusual finding. However, the observation that OHSP students' performance was no different from that of the regular high school students indicated that the OHSP and the regular high school program were comparable. These findings suggested that the OHSP could be the reasonable choice for many high school students who, for some reason, would be prevented from attending the regular high school program. OHSP students could cope with school requirements, and were making the grade even without the usual support system provided by schools in the regular high school program, such as more contact hours with teachers, more opportunities for learning with peers, and greater access to learning materials.

Although these quantitative findings were computed for a sample taken from one school in each of the four major geographical areas, they constituted statistically significant support for the contention that the OHSP is a viable option for those seeking secondary education.

OBJECTIVE 4: Identify Areas for OHSP Improvement

4.1 OHSP Adaptation to Senior High School Program (K to 12 Curriculum)

In view of the implementation of the K to 12 Curriculum, some revisions in the OHSP need to be formulated to adapt and align it with the new senior high school program. Opinions of school implementors were sought with regard to the adaptation of the OHSP to the new K to 12 curriculum, particularly the senior high school (Grades 11 and 12). As an alternative delivery mode, the OHSP could be adapted in two ways: first, by aligning its curriculum with the new one, and second, by revising the modules to reflect the change in curriculum (**Annex Y**).

More specifically, various components need to be adjusted to make the OHSP effective and responsive to the requirements for completion of the new senior high school program. About two-thirds of school respondents named financial support (n = 98 or 63.22%) as first aspect of improvement (**Table 100**), followed by learning materials (n = 97 or 62.58%). Approximately half of them noted the need for improvement in capacity building (n = 70 or 45.16%). Curriculum, parental awareness and support, and student motivation were identified by some thirty percent of the respondents. About 10 percent proposed revisions in the management information system (n = 19 or 12.26%) and registration system (n = 14 or 9.03%).

TABLE 100. Components that Need to be Changed for New Curriculum (n = 155 schools)

OHSP COMPONENT	NO.	(%)	RANK
Curriculum	56	(36.13)	4
Student assessment tool	33	(21.29)	10
Registration system	14	(09.03)	16
Orientation	34	(21.94)	9
Learning materials	97	(62.58)	2
Delivery system	39	(25.16)	8
Mentoring of learners	32	(20.64)	11
Counseling of learners	25	(16.13)	13
Monitoring student progress	26	(16.77)	12
Management information system	19	(12.26)	15
Awards and recognition	24	(15.48)	14
Capacity building	70	(45.16)	3

OHSP COMPONENT	NO.	(%)	RANK
Monitoring the program	32	(20.64)	11
Financial support	98	(63.22)	1
Level of parental awareness & support	49	(31.61)	5
Level of student motivation	47	(30.32)	6
Advocacy and promotion	44	(28.39)	7
Others	5	(3.22)	17

Data collected from 17 schools in Phase 2 of the study confirmed the foregoing results from the Phase 1 survey. Eight areas of improvement were identified by OHSP implementers and participants of the FGDs. These included curriculum, implementing procedures, human resources (i.e., the implementing team), learning resources, financial resources, capacity-building, monitoring and evaluation system, networking, and linking.

4.1.1 Curriculum. The most important adaptation of the OHSP curriculum proposed by school respondents was harmonizing its content with the competencies spelled out in the new K to 12 curriculum. One respondent from Pangasinan put it succinctly, “Curriculum must be comprehensive and not too congested, (focusing) more on the essentials” (**Annex Z**). A careful look at the TLE subject was suggested, particularly in preparing the senior high school graduates for technical-vocational work or advanced technical education. The technical-vocational specialization of the K to 12 curriculum, when adopted as part of the OHSP curriculum, would match the characteristics of OHSP learners. Many of these learners came from migrant families whose livelihood patterns had changed from those of farming communities to those found in urban areas. The skills they had brought from their previous communities could be enhanced by including agriculture in the TLE competencies.

Other comments on the OHSP curriculum did not specifically point to changes in relation to the new K to 12 curriculum, but generally referred to how the content of the program could be improved. One respondent noted that the program would benefit the learners most if it included more skills-based activities, with more time allotted for developing skills and the appropriate TLE equipment and tools provided. Inclusion of lessons on understanding culture, religion, and customs, and peace education was also suggested to make the OHSP curriculum relevant and responsive to the learners’ interests and experiences.

4.1.2 Implementing Procedures. Four procedures in implementing the OHSP were identified as inadequate. First, registration could be simplified by limiting the requirements for enrollment only to the documents that would really be crucial to the attainment of academic goals. A specific registration period could be fixed to help implementors manage the OHSP more efficiently. Online registration was also proposed in keeping with current practices (**Annex AA**). Second, information dissemination could be “intensified” by repeating advocacy and orientation activities as frequently as possible, by exploring different means of conducting them, and by capitalizing on technological advances such as the use of “infographics.”

Third, flexibility in scheduling class meetings could also be deliberated. OHSP learners who joined FGDs desired longer and more frequent class meetings (“whole day, not half-day,” “twice a week”) for more consultation time. It was also suggested that implementors explore the possibility of holding night classes particularly for OHSP students who find it difficult to leave their day-time jobs to attend weekly meetings.

Fourth, policy makers and practitioners could also consider the use of differentiated instruction that matches the different learning styles and abilities of OHSP students. One advice that came from FGDs was that it would be “most helpful” to learners if the modular approach of teaching theories was balanced with practical hands-on experience during face-to-face meetings. Blended approach was offered as an adjustment in the delivery of lessons so that students who could not be physically present for class meetings could receive online instruction to supplement modular instruction. In relation to this, providing internet connection for OHSP teachers would enable them to accept online submission of accomplished worksheets and other requirements.

4.1.3. Human Resources (The Implementing Team). Assigning full-time OHSP teachers would be the best arrangement for OHSP schools. However, if this is not possible, at least the teaching load of these teachers could be kept at a manageable amount. One FGD participant suggested that teachers be deloaded of at least two subjects in the regular class days in exchange for one meeting day with OHSP learners and home visits. Provision for substitute teachers could be included in the giving of teaching assignments. It would also be beneficial to OHSP learners for implementing schools to strengthen guidance and counseling by appointing a full-time guidance counselor or teacher-adviser who would closely monitor students’ progress. Strong counseling programs could provide valuable assistance to OHSP learners who were troubled by various emotional, social and psychological concerns.

Conducting regular OHSP conferences among implementors was also proposed by coordinators and teachers. Such conferences can serve as venues for discussing issues and sharing solutions. It should incorporate a wellness program to support OHSP implementors who themselves experience stress from day-to-day monitoring of OHSP learners. Finally, the leadership provided by school principals must be nurtured so that they can continue to motivate and give direction to teachers.

4.1.4. Learning Resources. About 70 percent of the school respondents affirmed that the modules currently being used by OHSP students needed revision (**Table 101**). Some of the revisions suggested were simplifying them to suit the characteristics of OHSP learners, updating and aligning the content with the new K to 12 curriculum, making them interactive to enhance independent learning, and providing them online facilities for easy access to learners (**Annex AB**).

TABLE 101. Modules Need Revision (n = 155 schools)

RESPONSE	FREQUENCY	PERCENTAGE
YES	109	70.32
NO	25	16.13
NO RESPONSE	21	13.55
TOTAL	155	100.00

Modules and workbooks could be enriched in such a way that they would truly function as alternative to regular high school classroom instruction. A “separate” or different set of modules (other than the EASE) with adequate copies for OHSP learners would be ideal for a more effective OHSP implementation. Digitized versions of the materials could be made available to OHSP learners to give them better access to the content of the curriculum, and better chance of completing their education.

If possible, differentiated modules, workbooks, and worksheets should be prepared specifically for independent learners who require more regular monitoring and follow-up. Basic equipment such as microscopes and adjunct instructional equipment such as computers and LCD projectors should be separately provided for exclusive use of OHSP students. Moreover, a specific and specified OHSP meeting room should be designated and furnished with desks and chairs. As much as possible, OHSP learners should not be meeting under the trees or on just any open area in the school.

4.1.5 Financial Resources. Any successful educational program requires funding. Program implementers articulated their difficulty in obtaining financial help with regard to reproducing modules and test materials, overtime pay for teachers, and subsidy for poor OHSP students. They favored directly receiving OHSP funds (from the ADM budget), or if possible, obtaining a separate and regular budget allocation from the national government.

4.1.6 Capacity Building. The value and importance of teacher training were repeatedly echoed in FGDs. The OHSP training should also be extended or expanded to other secondary schools. Some of the topics that OHSP teachers had on their wishlist were orientation on the new K to 12 curriculum, emerging and relevant implementing guidelines/memoranda that affect the OHSP learners, blended learning delivery and curriculum development, class management and assessment of OHSP learners, and skills on helping OHSP learners deal with specific emotional and psychological needs of students (e.g., those with schizophrenia and learning disabilities). Seminars on peace education and literacy program support for parents would also be advantageous for OHSP teachers in areas of armed conflict and economically disadvantaged communities. Model or exemplar OHSP schools, particularly for ladderized education under the K to 12 program and for skills development courses, should be identified, as they can provide valuable insights for those who have met difficulties in their schools.

4.1.7 Monitoring and Evaluation. Effective program implementation requires systematic and regular monitoring. OHSP implementers expressed the need for orientation on the guidelines pertaining to accomplishing different report forms (e.g., Forms 1, 137, 138 and 18) for OHSP implementers to effectively monitor students' progress for remediation and/or promotion.

A uniform OHSP monitoring and evaluation tool should be developed so that important program data such as enrollment, graduation rate, promotion rate, teacher-student ratio, and academic achievement can be collectively analyzed and reported for policy formulation.

Documentation and description of implementers' and participants' experiences should be made for its sustainability and for duplication of effective OHSP practices in other schools. Another important monitoring and evaluation procedure was tracking OHSP graduates and learners who have been promoted or mainstreamed to regular classes. Such information would be critical indicators of the success of the program.

Development of a standard pre-test (diagnostic) assessment tool could be pursued. One such tool could be a test measuring reading skills. Prior knowledge and interests of OHSP learners could also be examined. Simple, clear, and complete post-test instruments could be designed to assess improvement of learners to determine the effectiveness of having them study on their own.

4.1.8 Networking and Linkages. Numerous networks and linkages had been formed in the past years of OHSP implementation. However, most of these were for short-term and temporary assistance. Coordinators and teachers clamored for stronger school-community partnerships particularly for the technical-vocational training from Grades 10 to 12. They asserted that involvement and participation of other stakeholders such as parents and community members would contribute to the effective implementation of the OHSP. Linkage with alumni and networking among them would generate continuing attention to and interest in successful OHSP. Upgrading of facilities could be channeled to alumni through programs such as “Adopt-a-Classroom” initiatives. The OHSP should also be promoted during Brigada Eskwela period (May-June) alongside with the regular high school program.

Students surveyed (n = 331) also offered their own opinions on how the OHSP could be improved to adapt and align it with the K to 12 curriculum (**Table 102**). Responses were categorized into five general propositions. First, major participants and stakeholders (parents/guardians, teachers, guidance counselors, students and employers) should be encouraged to take more active roles in the implementation of the OHSP. Parents and teachers should work more closely together. Better orientation should be provided to parents and employers. Teachers assigned to supervise OHSP learners should develop competence in guiding, monitoring and assessing learners. More guidance counselors or teacher-advisers should be assigned to assist OHSP students. Second, access to school learning resources and facilities should be increased. Adequately furnished classrooms and equipment such as computers, internet, and LCD projectors should be allocated for OHSP use. Third, learning materials such as modules, books, reviewers, newspapers, and other reference materials should be made available to OHSP students. Fourth, OHSP schools should be supported with more funds to enable them to implement the program effectively. Finally, teaching-learning strategies should be enhanced to encourage student participation and ensure attainment of required competencies.

TABLE 102. School Respondents' Suggestions for Improving the OHSP Implementation

<p>Stakeholders' more active roles</p>	<ul style="list-style-type: none"> • Parents and teachers must work together • Provide orientation on OHSP to parents/guardians/employers • More competent and aggressive teachers • Provide more encouragement to students so they can finish high school • More guidance from teachers • More counselors/advisers • Disseminate information on OHSP so other students/dropout students who don't have time to go to a regular class will also have the chance to complete high school • Implement OHSP in other schools
<p>Access to school facilities and equipment</p>	<ul style="list-style-type: none"> • Provide visual equipment such as LCD projector and TV • Increase access to computers and internet • Make classrooms conducive to learning (e.g., sufficient chairs, appropriate ventilation through sufficient number of fans or air conditioners, sufficient lighting)
<p>Learning materials</p>	<ul style="list-style-type: none"> • Provide more modules and worksheets to students, ideally 1:1 ratio, so students don't have to spend for photocopying • Provide books, reviewers, and booklets • Access to newspapers and other reference materials • Improve learning materials (i.e., more lessons in modules)
<p>Funding</p>	<ul style="list-style-type: none"> • More funds for OHSP (in general) • Availability of funds for photocopying
<p>Teaching-learning strategies</p>	<ul style="list-style-type: none"> • More activities • Access to extracurricular activities such as sports competition • Provide more time for discussions, activities and assignments • Increase number of class days in a week • Allocate longer teaching time • More time for consultation

4.2 Good Wishes for OHSP Improvement

Student respondents were asked to give “three good wishes” for the OHSP in their schools (Table 103). Among these were improvement in school facilities and equipment such as classrooms, classroom materials and furniture such as white boards, chairs, and computers. They also wish to see sustained promotion of the OHSP for others to benefit from the program. Student respondents desired more funding for transportation allowance and photocopying of modules. They also hoped for improvement in learning materials, specifically in their availability for all learners as well as in the completeness of their content, and in strategies applied, particularly in the number of contact hours with teacher-facilitators, in learning assessments, and in extra-curricular participation. Finally, OHSP students would like to see more teachers and support services to attend to their academic needs.

TABLE 103. Three Wishes for the School’s OHSP

Improved school facilities and equipment	<ul style="list-style-type: none"> • Clean and safe surroundings • Provide more tools (i.e., TLE) • Provide computer for each student • Sufficient number of comfortable classrooms • Clean restrooms • Basketball court • Printers and white board • Enough classroom chairs
Continued advocacy for OHSP	<ul style="list-style-type: none"> • Continue helping students like us • Encourage more students to study in OHSP • Continue the OHSP to give other students a chance to finish their studies • Encourage more students to enroll in OHSP • Produce students who are willing to be a leader of our community • Help poor people to find a job • Make it easier for the students to enroll
Availability of funds	<ul style="list-style-type: none"> • Give funds (general) to OHSP • Scholarship grant • Provide an allowance • Low tuition fee • Provide funds (or availability of sponsors) for photocopying of modules

Improved learning materials	<ul style="list-style-type: none"> • More lessons for students • Provide books for each student • Enough materials for students • On-time, or advance, distribution of modules • Complete modules • More books for the library
Improved learning strategies/ approaches	<ul style="list-style-type: none"> • Increase allotted time for every subject • More extracurricular activities • More learning assessments • Increase time allotted to OHSP students • Increase number of class days in a week
Sufficient number of teachers and other support services	<ul style="list-style-type: none"> • More teacher volunteers • More patient teachers • More counseling • Sufficient number of teachers • More school guidance officers

4.3 Way Forward

4.3.1 Would OHSP students continue their education under the program?

Four-fifths (n = 268 or 80.97%) of the student respondents said they would continue their education under the OHSP (Table 104). About five percent said they were planning to return to the regular high school program. Some 14 percent, however, did not answer the question, possibly because they were not sure to continue their education.

**TABLE 104. Continuing Education under OHSP
(n = 331 students)**

RESPONSE	NO. OF STUDENTS	(%)	REASONS FOR NOT CONTINUING OHSP
Yes	268	(80.97)	
No	16	(4.83)	My parents want me to study in a regular school; it is boring; it is hard and difficult although it can help me enhance my knowledge; planning to transfer to regular class
No answer	47	(14.20)	
TOTAL	331		

4.3.2 What would the students be doing after they complete their high school education in the OHSP?

Plans after graduation were elicited from student respondents (**Table 105**). Majority of the students said they would go on to higher or technical-vocational education (n = 136 or 41.09%). Some of the courses the OHSP students were eyeing were accountancy, agriculture, criminology, education, engineering courses, fashion design, hotel and restaurant management (HRM), information technology, military education, nursing, social work, and tourism. Among the vocational courses that OHSP students had in mind were aircraft maintenance technology, automotive, culinary arts, electronics, home management (housekeeping), seamanship, and welding.

Some ten percent said they would seek employment (n = 37 or 11.18%). OHSP learners listed that they could possibly work as fast food or restaurant service crew as cook or waiter, as housekeeper, construction worker, and salesperson. One said he would take on any work, as long as it could support his further studies.

About two percent said they would engage in entrepreneurial work (n = 6 or 1.81%) or help in the family business (n = 7 or 2.11%). Five percent were undecided (n = 15 or 4.53%) and 17 percent did not respond, possibly because they have not had the chance to think about it. About one-fifth (n = 58 or 17.52%) did not answer, possibly because they had no clear career pathway in mind at the time of the survey.

Successful graduates of the OHSP had moved on to one of three pathways: some pursued higher education; others took technology-vocational courses; and a few had become entrepreneurs such as those working in family farm businesses. Some found local employment (front desk officer in a hotel, non-teaching school personnel), and a few were hired for overseas employment (caregiver in Israel; farmer trainee in Japan; beautician in Dubai; job offer in Singapore). Those already working part-time or on temporary status obtained full-time employment and job security such as a 48-year old OHSP graduate who was given a permanent position in a municipal government. Two OHSP graduates won positions in public office (councilor and vice-mayor). In general, OHSP graduates experienced improved living conditions and higher economic status.

TABLE 105. OHSP Students' Plans after Graduation

PLANS	NO. (%) OF STUDENTS		EXAMPLE OF RESPONSES
Pursue a college/ associate degree	136	(41.09)	<ul style="list-style-type: none"> • <u>College degree:</u> HRM Education Accountancy Agriculture Engineering courses (Electrical Engineering, Marine Engineering) Army, Marines, PMA Arts Space Science (i.e., astronaut) Nursing Criminology Business Administration IT courses (Computer Programming, Computer Science, Computer Telecommunications) Tourism (i.e., flight attendant) Social Work Fashion Design (i.e., designer) • <u>Associate degree:</u> Aircraft Maintenance Technology Automotive Electrician Housekeeping Welding Culinary Seamanship
Work	37	(11.18)	Utility Work Cook Welder Sari-sari store attendant Fast food restaurant crew Housekeeper Any work that can support his studies
Put up my own business	6	(1.81)	Computer shop Sari-sari store Coffee shop Continue buy and sell business

PLANS	NO. (%) OF STUDENTS		EXAMPLE OF RESPONSES
Help in the family business	7	(2.11)	Fishing Manage store
Raise my own family (get married)	1	(0.30)	
Stay at home, help the family in household chores	3	(0.91)	
Have a vacation	5	(1.51)	
Undecided	15	(4.53)	
All of the above	1	(0.30)	
No answer	58	(17.52)	

4.3.3 Would OHSP students recommend the program to relatives and friends?

Majority of the responses to this question (**Table 106**) were affirmative (n = 290 or 87.61%). They would encourage others to attend the OHSP for several reasons: first, that it is something that is financially manageable and reasonable; second, that it enables those who are unable to join the regular high school program to complete their secondary education; which then leads to a third major reason: that it is a way to develop oneself and to attain one's ambitions in life.

TABLE 106. Recommend OHSP to Relatives and Friends

RESPONSE	NO. (%) OF STUDENTS		REASONS
Yes	290	(87.61)	It is an opportunity to finish their studies It is affordable It is practical especially to those who cannot attend regular classes (e.g., working students, those who need to attend to household chores), including overaged students It is a way to help them improve themselves and pursue their dreams It is effective, interesting and enjoyable
No	15	(4.53)	It is not enough especially the major subjects.
No answer	26	(7.85)	
TOTAL	331		



5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

1. Description of OHSP Student Participants.

The population of OHSP learners has grown from a handful of students when the program was first implemented in SY 2004-2005 to thousands in SY 2012-2013. OHSP students were generally categorized as students at risk of dropping out (SARDOs). Most of them came from economically disadvantaged families who lived on the streets or in remote areas. A good number were employed in various blue-collar and service jobs, and therefore had to work “doubly hard” to compensate for lack of financial support. Many of them were overaged and had family obligations.

Some of them enrolled in the OHSP because their physical disability prevented them from attending regular high school. Psychological and emotional problems were also common among OHSP learners; traumatized by physical abuse, family problems, and social discrimination, they considered OHSP as the only option for them to complete their secondary education.

Notwithstanding these impediments, OHSP students were also characterized as having great willingness to learn and high aspirations, many of them seeking college education. They were also described by teacher-facilitators as “more mature,” “more responsible,” and “more skillful” compared to regular high school students.

2. Implementation of the OHSP

Stemming from the Easy Access to Secondary Education Program (or Project EASE), the OHSP was initially designed to curb high dropout rates. The program became a practical solution for students at risk of dropping out. It has also been identified or described as an alternative delivery mode (ADM), “modular instruction,” and “home-study.” OHSP teacher-facilitators participated in orientation seminars on OHSP implementing guidelines and training programs on ADM. School officials actively promoted the OHSP in their schools and communities. Fair, reasonable, and student-friendly admission policies were applied to attract participants.

The curriculum, while based on the Secondary Level Revised Basic Education Curriculum, was modified to conform to the unique characteristics and needs of OHSP learners. Schools provided learning resources and various student services such as guidance, financial assistance, and co-curricular activities to make the OHSP experience as similar as possible to those of the regular high school students. Assessment techniques were also carefully selected to ensure that they were appropriate for the learners.

The school implementing team displayed commendable commitment to see the program succeed while working beyond regular hours. Significant connections with parents, community organizations, local and national government officials as well as NGOs were formed through the initiatives of schools administrators, OHSP coordinators, and teacher-facilitators themselves. These bodies were instrumental in providing financial assistance to the program as well as the students in various ways, from funding photocopies of modules to providing transportation, living allowance, and temporary shelter to students and honoraria to teacher-facilitators.

3. Weaknesses of the OHSP

Learning materials, financial support, and capacity building were pointed out as the most deficient components of the OHSP. The number of modules available for distribution to OHSP was inadequate, and many learners had to pay for reproduction to have their own copy. Lack of financial support was acutely felt in more ways than one. Schools had to finance the reproduction of OHSP modules, and had to look for external funds for honoraria of OHSP personnel, particularly the teacher-facilitators.

Moreover, having come from economically disadvantaged families, the OHSP students themselves had financial difficulties; schools were pressed to assist these students as much as they could. Managing a program that served students with varied needs required many different kinds of skills, and training seminars attended by OHSP personnel provided only the basic and general procedures of alternative delivery mode (ADM). In some schools, OHSP personnel did not have a chance to attend any sort of training but were given only an orientation by the school principal or were provided only a copy of the guidelines. Uncertainty about policies and guidelines also hampered efficient management of the program.

Other areas found wanting were advocacy methods, monitoring and evaluation procedures, program delivery system, enrollment process, and criteria for determining awards and recognition of learners. Information about the OHSP was not widely disseminated as expected. Assessment of its effectiveness had not been formulated and prescribed. There were variations in the way instruction was provided, often depending on the school resources as well as available support from other stakeholders and community partners.

4. Comparability of OHSP and Regular High School Students

Eighty comparisons of final grades in five subjects (English, Filipino, mathematics, science, and araling panlipunan) were performed for a random sample of OHSP and regular high school students from four OHSP-implementing schools across four year levels. About one-half of these comparisons were significant in favor of the regular high school students, and approximately four percent were in favor of the OHSP students. However, about forty percent were statistically not significant. These findings indicated that OHSP students were not altogether inferior to regular high school students, and that they could do just as well as their counterparts in the regular program. Neither was there a trend to suggest that students from NCR were superior to those in Luzon or in the Visayas and Mindanao, nor any systematic difference across year levels and across subject areas.

5. Adaptation to the new Senior High School Curriculum

As expected, curriculum, assessment tools, and learning materials were three of the most important aspects that would have to be adjusted in order to synchronize the OHSP with the new K to 12 curriculum, particularly the Grades 11 and 12 (Senior High School). Procedures such as registration, orientation, monitoring and evaluation, capacity building, and advocacy would also require alteration. Financial support and implementing policies were also identified as needing serious attention from the DepEd.

The new competencies under each career track such as technical-vocational track of the senior high school program would have to be incorporated in the OHSP curriculum. Consequently, assessment methods and content of modules would likewise have to conform to the change in curriculum. Procedures for promoting the program, enlisting and tracking students in the program, familiarizing students and parents with OHSP requirements, supervising and appraising its effectiveness, and teacher training on OHSP delivery would have to be stepped up for the OHSP to be a sustainable equivalent to the regular high school program.

Financial support for the program and its staff as well as efficient implementation guidelines would have to be amended in keeping with the new six-year high school curriculum. Information dissemination about the OHSP would have to be intensified, and standard sets of documents and pre-enrollment assessment would have to be determined. The process of introducing participants and their parents and giving directions about the rules and regulations in the implementation of the OHSP would have to be fortified. A uniform system of monitoring and assessing the success of the program would have to be formulated and put into operation. A clear source of funding and well-defined policies for each aspect of the program would have to be articulated by the DepEd.

CONCLUSIONS

Based on the findings, the following conclusions are proffered. First, the OHSP is a viable educational program in three ways: (1) as an alternative delivery mode (ADM) for students who are unable to attend the regular high school program for various reasons such as those who are working or located in emergency/disaster areas; (2) as a dropout reduction program (DORP); and (3) as an intervention for students at risk of dropping out (SARDOs) or dropout prevention.

Second, inadequacies of the OHSP lie in five aspects: manpower, materials, money, management, and monitoring. In most OHSP-implementing schools, teacher-facilitators, coordinators, and guidance counselors serve on a part-time basis. Materials used are outdated and insufficient in quantity. Financial support is minimal, irregular and informally sourced from donors outside the school. Generally, there are no facilities and equipment specifically designated for OHSP use. OHSP students can avail of these only if they are not being used by regular high school students. Also, a systematic monitoring and evaluation procedure is needed. Ensure that OHSP is correspondingly measured in the e-BEIS as a separate program and not consolidated or integrated with the regular high school reporting system.

Third, OHSP students are comparable to regular high school students. The academic performance of OHSP students was just as good as that of their counterparts in the regular high school, in major subjects across year levels. OHSP students did just as well even without the benefit of the instructional support and contact time with teachers that regular high school students received.

Finally, much work has to be done to improve the OHSP with regard to six components: curriculum; teacher training; instructional methods and materials; student services and assistance; facilities and equipment; and monitoring and evaluation. More specifically, these improvements include: (1) alignment of the curriculum with the new K to 12 curriculum; (2) teacher training on effective and appropriate instructional methods; (3) updating of modules; (4) career guidance, counselling, and financial aid for students; (5) designation of classrooms and audio-visual equipment for OHSP use alone; and (6) development of monitoring and evaluation procedures for overseeing the conduct of the program.

RECOMMENDATIONS

Schools that are already implementing OHSP are encouraged to participate in crafting the improvements in OHSP while continuing their efforts to promote the program. The potential of the OHSP to help keep students in school, especially those who have difficulties attending the regular high school program, must be exploited by expanding the program to more secondary schools. However, DepEd needs to address first the problems identified in existing open high schools, assess the readiness of schools to implement OHSP, and to repackage the OHSP in such a way that it is relevant and responsive to any situation as a safety net to curb the incidence of school leavers. This includes being adapted as an education in emergencies intervention for schools affected by natural disasters or in conflict-affected areas and other difficult circumstances.

The best practices and lessons learned by OHSP-implementing schools could serve as valuable inputs to the formulation of the Implementing Rules and Regulations (IRR) of the newly passed Republic Act No. 10665 or Open High School System Act of 2015. In view of the findings and conclusions drawn from the evaluation study, specific recommendations for DepEd are proffered, many of which are drawn from surveys, FGDs, and initial presentations to DepEd

■ Policies

1. *The OHSP implementation needs to be aligned with the K to 12 curriculum and with the recently promulgated Republic Act 10665 or the Open High School System (OHSS) Act.* The law stipulates that, “Every division of DepEd shall establish learning centers in the authorized mother high schools located in their jurisdiction. LGUs may also take the lead in the establishment of learning centers, which shall continue to be under the authority of the recognized mother high school and the division of DepEd.... To ensure maximum cooperation towards the success of the OHSS, the DepEd and the Department of Interior and Local Government (DILG) are encouraged to adopt a Memorandum of Agreement defining their respective roles in the operation of the OHSS pursuant to this Act.” (Republic Act 10665 or the Open High School System Act)
2. *Clarify policies and implementing guidelines through a more updated OHSP Manual of Operations taking into consideration the learning experiences of implementers as narrated in this report.* The manual, to be prepared by the DepEd, will have to clearly define the duties of OHS teachers and teacher advisers, budget allocations drawn from specific sources such as ADM funds, and teaching assignment of teachers. The manual should provide a framework for the future expansion of the OHSP to more schools particularly those located in areas that have low participation and high dropout rates.

Disseminate the updated OHSP Manual of Operations developed by DepEd to all OHSP-implementing schools and other secondary schools to ensure a common interpretation and appreciation of specific guidelines for the improvement of OHSP for current or future implementation. Dissemination can be incorporated during national conferences on ADMs, K to 12, and other relevant programs of DepEd.

3. *Include the OHSP as one of the performance targets of the principal and in the School Improvement Plan (SIP) to ensure that the OHSP is implemented efficiently as a viable and desirable alternative to the regular high school program especially for school leavers and those who are at risk of leaving school.*

Program Delivery

Modules/Learning Resources

1. *Modify and adapt the OHSP/EASE (Effective Alternative Secondary Education) learning materials to synchronize with the competencies of the new K to 12 curriculum and develop new materials to align with the new senior high school program curricular tracks, streams and subjects.* Modules for TLE for Grades 7 to 10 also need to be developed. The materials should also include modules on career guidance for OHS students at the senior high school level. These materials should be learner-friendly, i.e., suitable for independent, self-paced study of students who may have low reading abilities and very little time for reading. Moreover, the existing OHSP materials can be enriched by including situational activities and exercises on understanding culture, religion, customs, climate change mitigation, and peace education particularly in schools located in disaster-prone and conflict-affected areas.
2. *Make the OHSP modules available in electronic format, possibly in CD-ROM format for easy storage and retrieval so that materials can be shared with more OHS students, and accessed through computers.* Review the format, style, and packaging used in module development to ensure that modular instruction is user-friendly, easy to understand, less arduous but challenging and interesting enough to develop the students' ability to learn the subject/material independently with less external support.

Delivery System

1. *Review and revise the process of screening and admission of learners taking into consideration the learner's reading ability and capacity for self-learning for acceptance to the OHSP. Make the registration system more accessible by limiting enrollment requirements only to the documents crucial to the attainment of academic goals (i.e., application for admission, report card, transcript of records, and report on secondary promotions). Clarify the function of the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI) in the screening process so that the application of these tests is uniform for all authorized OHSP-implementing schools. In particular, clarify the interpretation of scores and appropriate remediation to all OHSP teachers and teacher advisers who serve as guidance counselors. If possible, distribute copies of the ILRT, IRI, and sample reading passage as contained in the Annex section of the Open High School System Manual Rules and Regulations to the OHS teacher in charge of evaluating the learner's progress and records-keeping of individual learners.*

2. *Redesign the orientation program for OHS students to ensure that the responsibilities of learners and their parents/guardians are properly discussed and understood. Implement the OHSP content and procedures used for briefing students and their parents/guardians in a standardized manner. During the orientation, clarify the role of parents, the OHS System, and the timeframe for completion of the program to encourage learners to develop their educational plans in line with this timeframe, and to diligently comply with class requirements in order to graduate on schedule.*

3. *Strengthen the instructional methods and learning techniques so that OHS teachers can provide the necessary assistance to OHS learners effectively.*
 - 3.1 Consider exploring different instructional methods such as differentiated instruction and schedule of meetings to ensure that OHS students receive all the assistance they need to complete their education. In the adaptation of the OHSP to the new K to 12 senior high school program, strengthen opportunities for active learning by promoting more hands-on/practical application and industry-based activities particularly for teaching TLE content. This will help ensure active and sustained participation of OHS students in completing modules and attending class meetings. Develop procedures and arrangements for industry partners and community advisers to provide hands-on training and to help the OHS learners harmonize their studies with workplace, community service and leisure.

- 3.2 Consider possible applications of blended learning to supplement modular instruction. This approach will enable OHS teachers to conduct monitoring of learners through email and other web-based communication tools, and enable OHS learners to consult with their teachers and submit worksheets and other requirements online. This will also accommodate students who cannot attend weekly class meetings due to home or work responsibilities or personal circumstances. In this connection, schools need to explore the provision of an efficient internet connection for both the OHS teachers and learners.
4. *Designate full-time OHS teachers/teacher advisers as provided for by RA 10665.* In Makati High School, full-time OHS teachers were assigned since 2009. This benefited the learners as they received equal attention in terms of contact time and academic guidance and support just like the regular high school students. In other schools, most OHS teachers had regular teaching loads and OHSP assignment was considered as an additional responsibility requiring them to work extra hours on weekdays, and even on weekends leaving them with little time and energy to attend to the needs of the learners.

Responding to individual needs and follow-up assistance to OHS learners can likewise be done by the school through dedicated OHS teachers and teacher advisers. If designating full-time OHS teachers or coordinators is not possible, the teaching loads of teachers who were pulled out from the regular high school could be kept at a manageable amount to help them balance their time. Moreover, provision of substitute teachers could be included in giving teaching assignments.

5. *Create opportunities to organize peer teaching and mentoring among OHS students and between OHS and regular high school students to enable fast learners to assist slow learners through coaching and help them catch up with the lessons and complete the modules on time.* One form of peer teaching is the so-called extended buddy-buddy system. This is an assisted learning initiative in which high achieving students teach other students under the guidance of their parents. An informal approach to student learning, this system involves tutoring or proctoring between advanced and less advanced students. Students may initiate to form a small study group (e.g., four students per group) and hold home study during weekends and holidays.
6. *Make home visitation a routine for all OHS students who miss class meetings for a period of time, e.g., two consecutive weeks.* Teacher advisers should be made aware of the effectiveness of this activity in keeping OHS students on track. Support the teachers through provision of funds for transportation and related expenses in conducting such activities. This can be charged against the OHSP appropriations of DepEd as stated in Section 14 of RA 10665.

7. *Provide a suitable learning environment for OHS students.* Arrange the instructional facilities for OHSP use. Whenever possible, assign a separate room (i.e., learning center) for OHSP meetings. Provide classrooms with enough desks and chairs, proper ventilation, quiet surroundings, and security and protection from the sun and the rain. Make school facilities and equipment (e.g., science laboratory, computer laboratory, home economics room, industrial education workshops, school library, photocopying machine, and audio-visual aids) available and accessible to OHS students. Encourage schools to start planning for acquisition of equipment and materials in preparation for the senior high school program (e.g., areas of specialization under technical-vocational, academic, sports, and arts and design tracks).

Program Schedules

1. *Set schedules of weekly class meetings sessions with due consideration of both the OHS learners' personal circumstances and the OHS teachers' teaching load.* Strictly observe the agreed/common schedule to avoid unplanned consultations and additional burden for students and/or OHS teachers. Ensure that teachers are available during weekly meetings, and when one is unable to meet the students, designate a substitute teacher. Provide due consideration when OHS learners are tardy or absent from the weekly meetings.
2. *Review and discuss with students the prescribed frequency and duration of class meetings/consultations.* Consider formulating a policy that provides flexibility in the schedule of class meetings. Provide guidance to OHS teachers on how to increase contact time with learners. For instance, if weekly meetings are insufficient, these may be increased to twice a week, and half-day meetings to one whole day meetings. Also, weekend meetings or night classes may be considered to provide ample time for OHS teachers to adequately respond to the learning needs and concerns of OHS students particularly those who need more time to answer workbooks and/or modules. This will also enable working students to manage their working hours and regular consultation with their teachers.

Learner Assessment

1. *Develop appropriate assessment tools for OHS students that show sensitivity to their abilities and circumstances but at the same time credibly measure the expected competencies for each subject in each grade level. Care must be exercised in ensuring that these tools, while customized for use of OHS learners, are equivalent to those used by teachers in the regular high school program under the new K to 12 curriculum.*
2. *Develop standard pre- and post-test design and other assessment tools, particularly in relation to reading skills to document changes or improvement in learning as a result of the program, and to enable researchers to apply analysis of covariance to account for initial ability level.*
3. *Allow the OHS students to regularly participate in the NAT administered by the DepEd. Having OHS learners undergo a common assessment of learning with regular high school students will give them the same level of confidence. NAT results will provide information that will enable schools to identify weaknesses in the OHSP implementation and will guide them in taking steps for improvement of the program. NAT averages can be computed separately for regular and OHSP students to examine if they are at par with each other.*

Program Monitoring and Evaluation

1. *Design and carry out more regular and systematic monitoring and evaluation to ensure a well-organized and cost-effective implementation of the OHSP.*
 - 1.1 *Develop a uniform OHSP monitoring and evaluation tool so that important OHSP indicators such as number of OHSP-implementing schools, enrollment, graduation rate, promotion rate, teacher-student ratio, and academic achievement can be collectively analyzed, integrated, and reported in the eBEIS for policy review and formulation.*
 - 1.2 *Develop a systematic tracking system for OHSP to help monitor the progress of OHS graduates. With the new learner registration number being implemented by the DepEd, tracking OHS students in the new K to 12 curriculum is made more efficient. Tracking OHS graduates can be challenging. To facilitate this matter, alumni programs may be organized and sustained through the use of social media.*
 - 1.3 *Conduct observations of class meetings in various schools to find out the kind of questions OHS learners bring for consultation with the OHS teachers. These will generate feedback that OHSP module writers can use in improving the learning materials, as well as possible training programs for the professional development of OHS teachers and teacher advisers.*

- 1.4 Conduct research on the experiences of OHS learners and teachers.
 - a. Identify the problems encountered by learners with regard to the modules, off-campus learning activities, workplace immersion, and consultation meetings, so that expedient interventions can be created, implemented, and evaluated for effectiveness.
 - b. Identify best practices by documenting the implementation experiences of model or exemplar open high schools as they can provide valuable insights to other schools that may have experienced difficulties in OHSP implementation. The model schools can also provide valuable lessons on how to scale-up the OHSP for further expansion and/or replication in other public schools in the division/region and in private educational institutions following the standards and criteria for establishing an OHSP based on RA 10665.
2. *Ensure that comparison of OHS learners and regular high school students is methodically performed in each school* by using a more systematic data collection process so that adjustments can be made particularly to ensure that the two educational programs are indeed equivalent, varying only in how instruction is delivered.

Supporting Programs

Capacity Building

1. *Provide capacity building for OHS implementers (i.e., OHS school heads, OHS teachers, teacher advisers) and other partners/stakeholders (parents, LGUs, community advisers, resource persons) to enable them to more effectively carry out the program.* Training programs, seminars, workshops, and conferences on the management and realization of the OHSP will help equip program implementers in discharging their duties and engage more stakeholders to participate in OHSP. These include the following:
 - 1.1 Orientation-seminar on OHS policies and guidelines particularly for school heads, OHS teachers and teacher advisers. This includes:
 - Republic Act No. 10665 or the Open High School System Act;
 - Emerging and relevant DepEd Administrative issuances, Rules and Regulations and Guidelines related to OHSP implementation;
 - Approved guidelines on implementing ADMs; and
 - Standard operating procedures in managing (distribution and retrieval) and using the OHSP modules.

- 1.2 Follow-up or refresher capacity building activities to train or retrain OHS teachers and teacher advisers on the following topics, as necessary:
 - DepEd Administrative issuances on OHSP alignment with K to 12 curriculum;
 - Rules and regulations, and guidelines related to OHSP implementation, including accomplishing different report forms (e.g., Forms 1, 137, 138 and 18);
 - New guidelines on ADM implementation as approved by DepEd;
 - Enriching existing modules and developing new learner-centered modules aligned with the new K to 12 curriculum; and
 - Blended learning delivery, open learning curriculum development, OHSP class management (face-to-face meetings) and assessment of OHS learners.

- 1.3 Specialized training programs for OHS teacher advisers, who serve as guidance counselors, particularly on:
 - assisting students with learning disabilities in preparation for inclusive education or special education (SPED) classes; and
 - handling specific emotional and psychosocial needs of students (e.g., those with mental disabilities such as schizophrenia, post-disaster trauma).

- 1.4 Capability building for OHS teachers, community advisers, and resource persons assigned to the senior high school levels in preparation for adapting school level OHSP implementation to the new K to 12 Program. Such training should include National Certification (NC) and/or Certificate of Competency (COC) from the TESDA.

- 1.5 Regular conferences for all concerned OHS implementers and key stakeholders (parents, LGUs, community advisers, resource persons) for the following purposes:
 - to clarify the OHSP and its place in the current K to 12 educational system;
 - to discuss implementation issues and concerns and identify solutions to improve OHSP at the soonest possible time; and
 - to affirm correct or best practices on OHSP.

2. *Enhance the teaching style and attitudes of OHS teachers so that learners will become motivated to work on their modules and participate in regular class meetings.* Motivate the OHS teachers to put more work, enthusiasm, and patience in managing the learning of OHS students, particularly those who have difficulty studying on their own.

3. *Strengthen the guidance and counseling skills of OHS teacher advisers.* Train the OHS teacher advisers to closely monitor students' progress and offer them psychological help when necessary. Strong counseling programs could provide valuable assistance to OHSP learners who were troubled by various emotional, social and psychological concerns.

Career Guidance

Establish a comprehensive career guidance and counseling program that will provide OHS students with advice on career options that fit their personality, interests and job market demands, and opportunities for real world experience while in OHSP through dual training, and workplace immersion, among others. In light of the new senior high school program, a good career preparation program can help OHS students examine the senior high school curriculum to see what courses and tracks align with their career interests and aptitude.

School Leadership and Technical Support

1. Nurture the leadership provided by OHS leaders to encourage them to continue motivating and giving direction to OHS teachers. Provide due recognition for effective school leaders, teachers, and teacher advisers of the OHS. Examine the enrollment data, dropout rate, and graduation statistics to see which schools have successfully provided the OHS and which schools need further assistance. This measure will encourage OHS implementers to continuously improve the delivery of OHSP.
2. Strengthen the instructional supervision of OHS teachers through more regular observation of OHSP class meetings and supervising classroom sessions. Orient and train school heads to be fully equipped with adequate knowledge, understanding, and appreciation of the OHSP and to effectively provide instructional/technical leadership. The school head is expected to provide instructional supervisory support to OHS teachers and technical guidance to OHS teacher advisers. OHS teacher advisers are tasked to coordinate with OHS teachers in evaluating the learner's progress, and preparing and submitting the reports to concerned authorities (Sec. 3g of RA 10665). The school head is also expected to perform quality assurance, and to motivate parents and students to participate in OHSP improvement.

Financing

1. *Provide new implementing guidelines, clarify or adopt existing guidelines in providing incentives to OHS teachers and teacher advisers who are enlisted under OHSP in recognition of their individual contributions.* This includes locally-hired teachers who have been performing the functions of OHS teachers, community advisers, and source persons to be hired by LGUs and/or DepEd as stated in Sec. 9 of RA 10665. Likewise, make adequate resources available to fund overtime pay of teachers subject to DepEd rules and regulations.
2. *Explore government subsidy for underprivileged OHS students.* The Pantawid Pamilyang Pilipino Program (4Ps), the government's conditional cash transfer program, provides cash grants to eligible high school students (up to age 18) enrolled in secondary schools or equivalent Alternative Learning System or Alternative Delivery Method. However, one of the set conditions to receive the cash grants is maintenance of class attendance rate of at least 85% per month. DepEd should look into how OHS students can avail of and comply with this specific condition of 4Ps given that the open high school program is modular and more flexible in its attendance requirements. Eligible students who availed of the 4Ps and are enrolled under OHSP should be considered as complying with this condition but there is a need to set policies on attendance.

As provided for by RA 10665, consider obtaining a separate and regular budget allocation from the national government for underprivileged OHS students when formulating the IRR for the said law.

3. Allocate funds for the reproduction or purchase of new learning materials/ revised OHSP and EASE modules, test materials, and other appropriate materials (such as books, workbooks/worksheets) for the exclusive use of OHS learners in all subjects, (English, Filipino, mathematics, science, music, arts, physical education and health, and technology and livelihood education). Likewise, allocate funds to ensure OHS learners have access to conducive learning environments, particularly in disadvantaged schools.

Advocacy and Promotion

1. Establish stronger linkages with all stakeholders, including local and national governments, for the sustainability of the program. Ensure the involvement and participation of stakeholders such as parents, LGUs, and other community members as this would contribute to the effective implementation of the OHSP. Potentially, parents are some of the effective campaigners for the OHSP. Thus, develop and implement strategies to engage parents in program advocacy, resource accessing and mobilization, and as learning partners whenever possible. Based on their own involvement in the program, parents of successful OHS students have come to believe that the OHSP has been responsive to their children's needs. They are willing to recommend the program to other students who want to pursue their high school education, but are faced with many personal, geographical, socio-economic, and physical barriers that prevent them from attending the regular high school program.
2. Intensify information dissemination on the OHSP.
 - 2.1 Provide adequate information and proper career guidance and counseling to OHS learners and parents to minimize confusion and uncertainty, leading to greater motivation and higher learner achievement.
 - 2.2 Conduct information dissemination by repeating advocacy and orientation activities as frequently as possible, by exploring different means of conducting them, and by capitalizing on technological information dissemination options such as:
 - radio and television broadcasting;
 - computer-based communications;
 - infographics; and
 - satellite/teleconferencing.
 - 2.3 Promote OHSP to parents and other school-community stakeholders during Brigada Eskwela.
 - 2.4 Articulate and disseminate the procedures to all OHSP-implementing schools for giving recognition and awarding outstanding OHS students. Make decisions objective and transparent in recognizing top-performing OHS students to give to the awards the kind of respectability that they should have in keeping with the belief that the OHSP is an equivalent program parallel to the regular high school program. Such recognition will keep the OHS learner's status at par with their counterparts in the regular high school program, and will provide a source of motivation for them to perform better.

- 2.5 Publicize and disseminate success stories that are methodically documented to promote the attributes of OHSP as a viable ADM. Identify and support model or exemplar open high schools as they can provide valuable insights to other schools that may have experienced difficulties in implementing the OHSP or to schools that will be authorized to offer the OHSP. DepEd should promote the viability of OHSP as an ADM strategy supported by evidence that all students can learn in diverse means for as long as there are clear common goals, continuous assessment, and supportive-inviting environment. Proper documentation and reporting of OHSP implementation to stakeholders are crucial to the sustainability of the Dropout Reduction Program (DORP) and achievement of DepEd's "last mile" targets in bringing schools to where the learners are.

Figure 33 attempts to present in one panoramic view the general OHSP environment including the implementation process flow; enabling factors (information, training programs, and funds) and actors (Department of Education, the schools, and the community); major implementation gaps; and recommendations (advocacy and promotion, capacity building, financial support, school leadership and technical support, program delivery, and program monitoring and evaluation).

6

OPEN HIGH SCHOOL CASE STUDIES

Makati High School
Sangley Point National High School
Bacolod City National High School
Babag National High School
Mabini Integrated School
Javier National High School
Jose Panganiban National High School
Kabasalan National High School
Manicahan National High School
Don Pablo Lorenzo Memorial High School
Parang National High School
Amir Bara Lidasan National High School
Bangao National High School
Sinipsip National High School
Ferrol National High School
Odiongan National High School

Makati High School, Makati City

Background

Makati High School, located in Makati City, Metro Manila, is one of the OHSP pilot schools as provided for by DepEd Memorandum No. 35, series of 2007. It has been implementing the OHSP for 10 years. Prior to the OHSP, Makati High School provided a Distance Learning Program from 2001 to 2002. The school began offering the OHSP with two sections for each year level and with weekly class meetings. In SY 2012-2013, Makati High School had 341 OHSP students, 212 of whom were males and 129 females. The OHSP-implementing team consisted of eight full-time teachers, one full-time coordinator, and one guidance counselor.

During the first seven years of OHSP implementation, the number of OHSP enrollees fluctuated. One contributory factor for this inconsistency was the relocation of informal settlers in three barangays where the OHSP students resided. Overall, however, the number of OHSP enrollees has increased from SY 2007-2008 to SY 2011-2012 (**Table 107**).

TABLE 107. Number of OHSP Enrolees from 2000 to 2013, by Gender (Makati High School)

School Year	Male	Female	Total
2000-2001	142	34	176
2001-2002	52	17	69
2002-2003	20	14	34
2003-2004	56	32	88
2004-2005	66	43	109
2005-2006	54	56	110
2006-2007	49	52	101
2007-2008	91	66	157
2008-2009	118	83	201
2009-2010	235	127	362
2010-2011	250	136	386
2011-2012	256	150	406
2012-2013	212	129	341

Reasons for OHSP

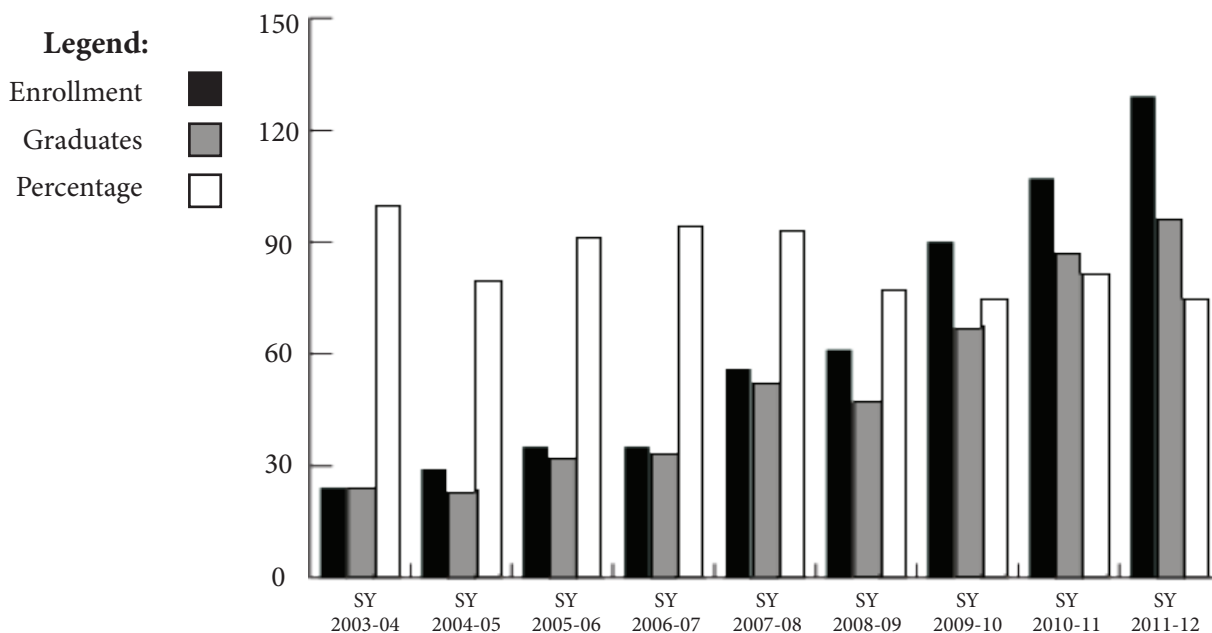
Makati High School offered OHSP as an ADM program ostensibly to address the problem of increasing number of dropouts and to provide the students at risk of dropping out (SARDOs), the out-of-school youth, and the working students an opportunity to complete their secondary education. It was a response to the increase in the number of high school dropouts from 37 in SY 2008-2009 to 77 in SY 2009-2010.

Most of the students enrolled under the OHSP because they were either poor, were working students, or lived far from the school. It was also reported that there were some OHSP students who came from as far as Cavite province.

Success Stories

One success story shared during the FGD was that the number of OHSP graduates has been increasing relative to the number of OHSP enrollees from SY 2003-2004 to SY 2011-2012. During the same period, the number of OHSP graduates was between 77.04 to 100 percent of the number of OHSP enrollees (**Figure 34**).

FIGURE 34. Comparative Analysis of OHSP Enrollment/Graduates (Makati High School)



Additionally, most of the OHSP graduates became successful after graduation. In particular, many of them went on to pursue college. Some of them enrolled in private schools. Other graduates started working odd jobs, then later got permanent employment. For instance, one former OHSP student previously worked as a dancer in an establishment, then later became employed in a television network. The school felt proud that there was a marked improvement in the lives of the students after completing their secondary education under the OHSP.

Best Practices

Some of the best practices on OHSP implementation in Makati High School include the following:

- Adherence to OHSP Curriculum and Implementation Guidelines.** Through its long experience in the administration of the OHSP, Makati High School has developed the program with a clear understanding of its objectives. The curriculum was delivered with the use of instructional modules combined with weekly formal classes. The weekly class schedule was designed so that one day is devoted to a particular year level (**Table 108**).

**TABLE 108. Schedule of OHSP Classes and Consultations
(Makati High School)**

DAY	YEAR LEVEL
Monday	First Year
Tuesday	Second Year
Wednesday	Third Year
Thursday	Fourth Year
Friday	Schedule for the students to do research and for consultation. For those days that the students are not in school, they learn lessons through the assigned modules.

- OHSP Students were required to meet with teacher-facilitators once a week in order to do the following: 1) receive additional instruction, assignments and other class requirements; 2) submit homework and other documents; and 3) consult or confer with teacher-facilitators regarding any difficulties with class requirements. Students were given modules in the different subjects to work on during the week; they were instructed to complete assigned work such as themes and experiments with the help of the teacher-facilitators. They were allowed to take the periodical examinations after full compliance with quarterly requirements.

Two classrooms were provided for OHSP used during their weekly meetings. These meetings were held to provide supplemental teaching, and to prepare them to return to regular classes if they wished to.

- **Teacher Support.** OHSP teacher-facilitators were described to be competent in the core academic subjects. They were able to assist students in obtaining important knowledge and competencies required for completing secondary education under a self-paced, modular learning arrangement. Students also found teacher-facilitators to be “very accommodating”. They observed that teacher-facilitators did not only play the roles of educators but that of “second parents”. Students consulted them not only on academic concerns but also on personal and family problems. Moreover, even if there were no OHSP class meetings scheduled on Fridays, OHSP teacher-facilitators made themselves available for consultation.
- **School Administration Support.** OHSP teacher-facilitators of Makati High School expressed high satisfaction with the school principals’ management of OHSP operations. Despite limited financial support for teaching and learning materials, the school administration provided all the assistance it could afford to OHSP students.
- **Local Government Support.** The city government of Makati City, known for advocating public education, provided Makati High School with equipment such as computer, television, and educational videos. It also funded periodic division-wide teacher training programs.
- **Support from Other Stakeholders.** Makati High School developed partnerships with parents and guardians of OHSP students as well as employers of working students. Fostering good relationships with these key individuals generated parental support for OHSP learners as they worked on their modules and worksheets at home. Similarly, having the support of employers gave OHSP students who were working the flexibility they need to be able to balance their time between fulfilling their duties at work and accomplishing OHSP requirements.

Accomplishments

- Makati High School reported various innovations in implementing the OHSP. First, individualized plans for OHSP learners were developed. Such plans, while not required by the DepEd, were prepared to help the students adjust to the regular school environment.
- Second, the school provided separate award and recognition procedures for OHSP students. Specifically, it gave recognition to one outstanding OHSP student each year.
- Third, since 2009, full-time teachers were assigned OHSP teaching load. Serving as teacher-facilitator was no longer an added load for regular teachers. Makati High School also made weekly meetings a regular activity of OHSP students even if DepEd policies did not impose it, provided, OHSP students were engaged in self-study. These meetings were held to monitor the students' progress in their studies and to provide time for learners to consult with OHSP teacher-facilitators.
- Fourth, Makati High School held capacity building training for the OHSP teacher-facilitators. The DepEd Makati Division Office conducted a training activity on how to prepare and manage blended learning strategies for OHSP students, with funding from the city government. There were also other semi-annual and school-wide training programs conducted for all teachers.
- Fifth, enhancement of learning environment was also accomplished by allocating two classrooms for use of OHSP students.
- Sixth, proactive advocacy and promotion activities were held during the early weeks of school registration period. The school head, accompanied by one staff, went to barangays to promote the OHSP. The OHSP was also introduced to the students during student orientation sessions and to parents during PTA meetings.
- Seventh, in terms of policy guidelines, Makati High School reported that it was aware of and complied with DepEd Order 44 series of 2012. The school recognized and awarded an outstanding student per grade level each school year. The school did not have to grant vacation service credits to OHSP teacher-facilitators as instituted by a DepEd Order because they already served as full-time OHSP teachers. The school also followed the guidelines on mainstreaming dropouts or students-at-risk of dropping out by integrating the dropout reduction program (DORP) in formulating its school improvement plan (SIP).

- **Tracking Learners' Progress.** Prior to enrollment, high school entrants were required to submit their elementary report card, and returning high school dropouts, high school report card, Philippine Educational Placement Test (PEPT) qualifying certificate, and birth certificate issued by the National Statistics Office (NSO). Upon admission to the OHSP, students were administered two assessment procedures, the Independent Reading Inventory (IRI) and the Independent Learning Readiness Test (ILRT). In assessing OHSP students' academic competencies, the school applied the grading system implemented in the regular high school program. This scheme included various components such as periodic examination, quizzes, accomplished modules and worksheets, projects, research papers, experiments, and assignments. Promotion of OHSP students was based on their compliance with the same requirements at their own learning pace. If they failed to accomplish the required tasks, they had to repeat the grade/year level.

Weaknesses

The school lacked school facilities that would have enabled teacher-facilitators to apply blended-learning programs in the OHSP. Online or virtual teaching could not be pursued because the school did not have good internet connection. The school was also negatively affected by having to use the school's Maintenance and Other Operating Expenses (MOOE) for OHSP operations because it could not have access to the ADM funds. In this connection, modules provided by the DepEd were limited in number and there was not enough financial support for reproduction of modules. Moreover, the content of the modules that OHSP students used were also outdated.

Issues

One issue raised by the school was the OHSP learners' lack of awareness of, or familiarity with, the implications of the new senior high school program. The school noted that OHSP students joined the program because they wanted to complete their high school education as soon as they could in order to apply for work or go to college. With the new K to 12 curriculum stipulating additional two years of Senior High School, OHSP students felt that it would take them longer time before they could accomplish their educational goals.

■ Adapting/Aligning OHSP with K to 12 Program

The University of Makati can be considered as a model for secondary high school because it also offers OHSP. It implements ladderized educational system for the K to 12 program by providing skills-development courses supervised by TESDA. Training for teachers who will be involved in teaching Senior High School needs to be undertaken to provide them with information and competencies they need to be able to teach the Senior High School subjects adequately.

■ Suggestions for Improvement of OHSP

Based on the FGD conducted, Makati High School OHSP students and teachers recommended the following:

1. Modules

- 1.1. Separate and update the OHSP modules in addition to the EASE modules currently used;
- 1.2. Provide funds for the reproduction of additional modules (each module is approximately 60 pages).

2. Capacity building

- 2.1. Provide specialized training (capacity building) for OHSP teacher-facilitators in addressing specific emotional and psychological needs of students (e.g., those with mental disabilities such as schizophrenia).
- 2.2. Organize specialized training programs on how to assist students with learning difficulties/disabilities in preparation for special education (SPED) classes being planned by the Division Office.

3. Support for indigent students – Grant transportation subsidy for OHSP students who are poor and who come from distant places.

4. Instructional Methods/Learning techniques – Strengthen the capacity of the school for blended learning delivery and improve internet connection to enable submission of worksheets through e-mail.

5. School-Family-Community Relations – Promote school-family and school-community partnerships to assist OHSP learners pursue independent study at home. With school, family, and community harmoniously related, the school does not have to be the sole agency of education. Community resources and family/community life activities can support the OHSP as an educational program in which parents can participate in the schooling of their children.

Sangley Point National High School, Cavite City, Cavite

Background

Sangley Point National High School (NHS), located in Cavite City, Cavite, started offering the OHSP in SY 2012-2013. There were 43 OHSP enrollees as of SY 2012-2013, composed of 27 male students and 16 female students (Table 109). This number was equivalent to 5.72 percent of the student population or 43 out of 751 students in Sangley Point NHS.

TABLE 109. Number of OHSP Enrolees from 2012 to 2013, by Gender (Sangley Point National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2012-2013	27	16	43

Reasons for OHSP

The school offered the OHSP to help provide access to secondary education for poor students, street children, children in conflict situations, and bullied children.

Success Stories

Sangley Point NHS attained 100 percent graduation rate since all eight of their Fourth Year enrollees for SY 2012-2013 graduated during the same period. Among them were four male graduates and four female graduates.

Another success story revealed during the FGD was that the OHSP had helped mitigate the incidence of dropping out from school. The school's dropout rate for SY 2012-2013 was 2.63 percent.

A third notable story that depicts a particular student's success story was having one of its students win the 2012 International Children's Peace Prize Awardee. The student was enrolled in a modified OHSP called "Kariton Open High School," a partnership of Sangley Point NHS and Dynamic Teen Company (DTC), an NGO that provides community service and outreach programs to discourage students from joining violent gangs and notorious fraternities.

Best Practices

Sangley Point OHSP teacher-facilitators and students cited a number of instructional and non-instructional interventions as best practices such as the following:

- **Use of OHSP and EASE Modules as Instructional Materials.** These instructional materials were beneficial and relevant to the implementation of the program. They were informative and were easily understood by the students.
- **Teaching-Learning Techniques.** Another effective practice was the application of face-to-face/guided instruction, individualized instruction, and media-assisted learning as teaching-learning strategies. These techniques afforded the OHSP students numerous opportunities to acquire knowledge and improve their competencies.
- **Capacity Building for OHSP Teachers.** Sangley Point NHS informants also mentioned that the BSE and DepEd Division Office held a seminar in 2012 on initiating the OHSP to raise the awareness and enhance the capabilities of OHSP teachers-facilitators.
- **Support from Partner NGO.** One final best practice reported by Sangley Point NHS participants was receiving support from a local NGO. Specifically, the school worked out a partnership with the DTC in providing volunteer teachers to help sustain the implementation of the OHSP.

Accomplishments

- The OHSP was included in the school's annual budget. This helped ensure support for the study needs of OHSP students.
- The school also improved the learning environment by providing eight classrooms, a Home Economics (HE) room, an industrial education workshop, a computer laboratory, and a library for the OHSP learners. The school was still working out its request for funds for the repair of desktop computers repaired.
- Extensive advocacy and promotion of OHSP was performed by the school principal and teachers who actively promoted the OHSP in various barangays. They posted announcements in their social media accounts and put up tarpaulins to disseminate information to the community.

- The school relied mainly on the OHSP and EASE modules as instructional materials. Both teachers and learners found the modules very useful in fostering self-paced learning for OHSP students.
- The program was monitored once a month by the school head and the head teacher who also served as OHSP coordinator. Reports were submitted to the DepEd Division Office as requested. Academic reports and feedback from learners, parents or guardians, and teachers were also used for monitoring and evaluation purposes.
- In tracking learners' progress, the school prepared a plan to track the progress of graduates who would complete secondary education in 2016.

■ Weaknesses

One major weakness of the OHSP in Sangley Point National High School was the lack of allocation from the Maintenance and Other Operating Expenses (MOOE) for implementation of the OHSP.

■ Issues

Sangley Point NHS did not have enough copies of EASE and OHSP modules for the use of 43 OHSP students. This situation caused delay in the OHSP students' submission of exercises and worksheets.

■ Adapting/Aligning OHSP with K to 12 Program

Sangley Point NHS teachers believed that the OHSP could be offered to students who wanted to complete Senior High School (SHS) but may not be able to support themselves for certain reasons. In preparing OHSP learners for the K to 12 Program, the school planned to properly orient OHSP learners and appropriately assess their readiness to study under the program. Informants also realized the need for the school management, the teacher-facilitators, and the OHSP coordinators to be adequately oriented and trained on OHSP implementation. Such capacity building procedures should be able to raise awareness of participants about the OHSP and to build their capabilities as implementors of the OHSP.

■ Suggestions for Improvement of OHSP

During the FGD conducted, Sangley Point NHS informants gave the following suggestions:

- Provide funds for the reproduction of additional OHSP and EASE modules, particularly for TLE and MAPEH.
- Clarify the grading system under the OHSP, particularly, the bases for passing and for recognizing outstanding students for administrators and OHSP teacher-facilitators to be guided accordingly.
- Review documents required for enrollment, such as Form 1 (Application for Admission), Form 137 (Report Card), Form 138 (Transcript of Records), and Form 18 (Report on Secondary Promotions).
- Ensure that the OHSP curriculum is aligned with the K to 12 Program.

Bacolod City National High School, Bacolod City, Negros Occidental

Background

Bacolod City National High School (NHS), located in Bacolod City, Negros Occidental, started offering the OHSP in SY 2009-2010. The program was offered to students who were 15 years in age or older, and who were employed (supported by an employment certificate). The school started with 13 OHSP enrollees, seven of whom were males and six females. The number of OHSP enrollees has increased since then. As of SY 2012-2013, there were 170 OHSP students, 94 male students and 76 female students (Table 110). This number was equivalent to 3.62 percent, or 170 out of 4,700 students in Bacolod City NHS. Thirty-two (32) teachers were assigned to OHSP, eight teachers for each grade/year level.

**TABLE 110. Number of OHSP Enrolees from 2009 to 2013, by Gender
(Bacolod City National High School)**

SCHOOL YEAR	MALE	FEMALE	TOTAL
2009-2010	7	6	13
2010-2011	80	51	131
2011-2012	96	75	171
2012-2013	94	76	170

Reasons for OHSP

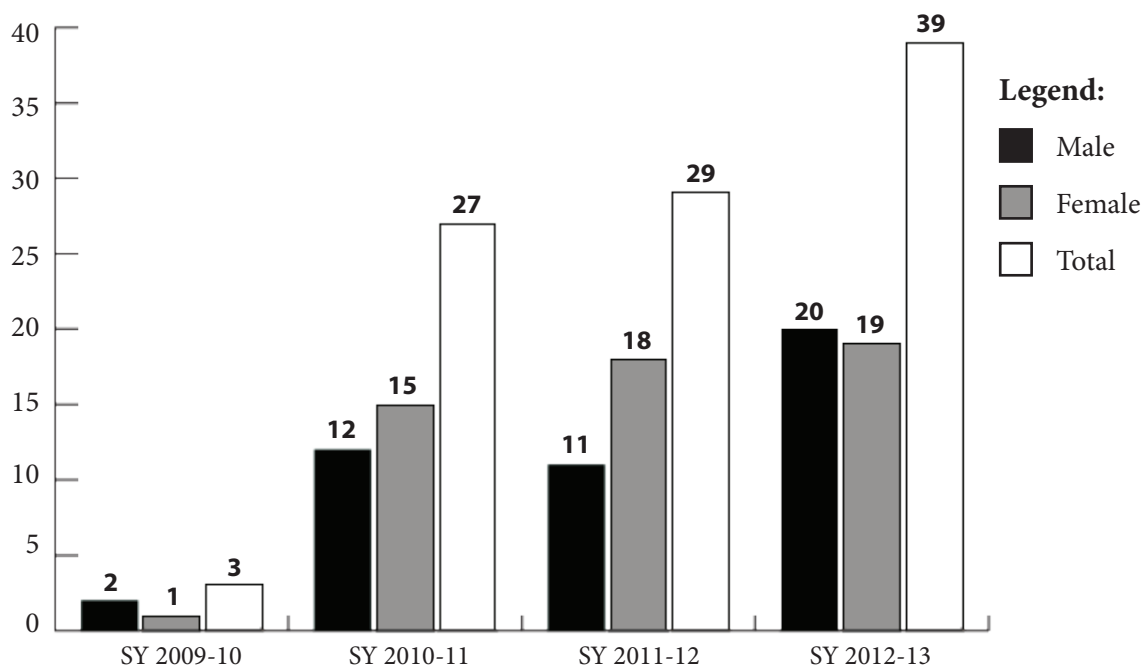
The school offered the OHSP to reduce the number of high school dropouts and to help the students-at-risk of dropping out (SARDOs) continue with, and finish, high school. Students who enrolled in the OHSP of Bacolod City NHS were either indigent and could not afford to go to regular school, or were already working.

Success Stories

One success story pointed out by the OHSP teacher-facilitators of Bacolod City NHS was the increase in enrollment of high school dropouts, out-of-school youth, SARDOs, and working students by 92.35 percent, from an initial number of 13 OHSP enrollees in SY 2009-2010 to 170 OHSP enrollees in SY 2012-2013 (Table 109).

At the same time, the number of OHSP graduates increased from three in SY 2009-2010 to 39 in SY 2012-2013 (Figure 35). This indicated that there were more secondary school graduates who would have the opportunity to pursue a college degree or find employment.

**FIGURE 35. Number of OHSP Graduates from 2009 to 2013, by Gender
(Bacolod City National High School)**



Best Practices

Bacolod City NHS reported two instructional interventions as best practices implemented in the OHSP.

- **Competent OHSP Personnel.** Student informants described the school head, OHSP teacher-facilitators, and OHSP non-teaching staff as competent and committed.
- **Use of EASE Modules.** Another best practice in the school was the use of EASE modules. OHSP teacher-facilitators noted that the EASE modules were appropriate instructional materials for OHSP learners as shown by how much students learned from them. Moreover, instructions for accomplishing worksheets were easy to understand and follow.

Accomplishments

- One innovation that the school started to apply was implementing the OHSP online. Ideally, OHSP students should have their own desktop computers or laptops at home, so that they could access OHSP modules and send the completed worksheets to teacher-facilitators via e-mail or in USB flash drive to be given to subject teachers. OHSP students who did not have their own computers or laptops had the option to either use the computers in the school's computer laboratory or rent computers with internet connection in internet shops. At the time of the school visit, teacher-facilitators had pilot-tested an online OHSP with 22 Grade 7 and 51 Second Year students. If additional equipment and facilities such as computers and laptops could be provided, the Bacolod City NHS implementors were considering the possibility of expanding online OHSP to other grade levels.
- Bacolod City NHS applied a number of ways for advocacy and promotion activities for the OHSP. Teachers actively campaigned for youth in various barangays to avail of the program. Advocacy and promotion activities were conducted during summer, before enrollment period. The OHSP was also included in the school's orientation program provided to all students and parents at the beginning of the school year.
- Advocacy and promotion was also done through announcement at the Bombo Radyo radio station. The radio announcement on the OHSP was free of charge since one of the radio announcers is the husband of one of the teachers. In addition, tricycle drivers are tapped to help in promoting the program by carrying OHSP posters on their vehicles.
- Bacolod City NHS recognized and awarded the topnotchers or outstanding OHSP students, separate from that given to regular high school students.
- The school also followed the DepEd guidelines in providing vacation service credits to its teachers. These benefits were given to those who rendered "overtime work" as OHSP teacher-facilitators.
- The budget for the OHSP implementation in Bacolod City NHS was sourced from the ADM funds. From these funds, PhP40,000 was allocated for the reproduction of EASE modules in 2012. The approval and release of the funds, however, were subject to the submission of a project proposal on the OHSP and ADM by the school.

- Tutorial and similar assistance were provided by OHSP teacher-facilitators to the program learners. Teacher-facilitators also gave OHSP learners opportunities for make-up tests when they could not be present on the day of the tests due to work obligations or other concerns. OHSP students were also given print copies as well as electronic (in CDs) copies of the instructional modules for free.
- Monitoring and evaluation of OHSP implementation was conducted in Bacolod NHS through a review of enrollment data. This review process helped curb the school's dropout rate. A tracking form was also being prepared in order to monitor the whereabouts of OHSP graduates. Teacher-facilitators were also planning to enrich existing modules to make the instructional materials more relevant and beneficial to the OHSP students.
- Upon tracking learners' progress, the school head and the OHSP teacher-facilitators believed that the OHS students in their school were at par with the regular high school students. They observed, in particular, that there were OHSP students who were diligent and eager to learn. However, teacher-facilitators had to exert more effort in helping OHSP students learn the lessons. Additional time was spent devoted to teach certain subjects such as mathematics, particularly trigonometry.

Weaknesses

Bacolod City NHS did not have enough classrooms to accommodate all 170 OHSP students during weekly meetings. Instead, OHSP students used an open space within the school premises that had no roof, thus exposing them to heat and sunlight and occasional rains. Students hoped that the school would be able to provide additional classrooms for them in the near future.

Issues

- Issues raised by Bacolod City NHS teacher-facilitators concerning OHSP implementation were related mostly to financial concerns and lack of facilities and equipment. They reported that they did not have sufficient funds for the reproduction of testing materials, for preparing periodical test papers, and the Division Unified Test (DUT). These concerns were addressed by allocation made from the school's MOOE.

- The school also did not have sufficient budget for the reproduction of worksheets for the OHSP students. Worksheets for most subjects consisted of one to two pages, while that for Reading Comprehension, two to three pages. A total of PhP16,000 was needed to cover worksheet reproduction for 232 OHSP students.
- Teacher-facilitators also reported their lack of multimedia equipment such as LCD projector, projector screen, and laptop that would have been used for blended learning. They also lack classrooms for the use of 170 OHSP enrollees during weekly class meetings.
- Lastly, concern about the general poor economic conditions of the OHSP students was expressed by FGD participants. Many OHSP students were absent from the scheduled class meetings because they did not have enough money for transportation.

■ **Adapting/Aligning OHSP with K to 12 Program**

Bacolod City NHS teacher-facilitators proposed holding night classes for SHS students in the OHSP because most of these learners might find it difficult to leave their jobs to attend day time class meetings. They also articulated their common opinion that SHS students of the OHSP should have the same curriculum as those of regular SHS students to ensure that OHSP graduates have the academic and skills competencies to make them at par with the regular SHS students.

■ **Suggestions for Improvement of OHSP**

Based on the interviews among OHSP teacher-facilitators and students of Bacolod City NHS, the following suggestions were offered:

- Provide funds for reproduction of testing materials for periodical tests and the DUT to ensure that the OHSP students are properly assessed for promotion to the next grade level or for graduation; funds from the MOOE can be allocated for this purpose.
- Allot the amount of PhP16,000 for the reproduction of worksheets needed by 232 OHSP students.
- Purchase computers and an LCD projector to facilitate OHSP students' learning through improvement in the presentation of lessons.

- Assign a separate room specifically for the use of OHSP students, possibly through contributions by alumni in an adopt-a-classroom initiative.
- Grant financial allowance to OHSP students for transportation expenses to ensure that they attend all class meetings; an estimated amount of PhP120,000 should be prepared to cover at least 100 of the 232 OHSP students, an amount computed on the basis of an average of PhP24 roundtrip fare per student multiplied by 100 students, 5 days a week, for 10 months.
- Formulate an OHSP policy that provides night classes for those in the SHS levels, to help working students manage their work hours without sacrificing the time they need to study under the OHSP.

Babag National High School, Lapu-lapu City, Cebu

Background

Babag National High School (NHS), located in Lapu-Lapu City, Cebu, began implementing OHSP in SY 2007-2008. In SY 2012-2013, the school had 267 OHSP enrollees, 173 of whom were males and 94 females (Table 111). This number represented 7.77 percent of 3,436 total number of students in the school.

TABLE 111. Number of OHSP Enrolees from 2007 to 2013, by Gender (Babag National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	28	29	57
2009-2010	80	43	123
2010-2011	131	63	194
2011-2012	173	64	237
2012-2013	173	94	267

Reasons for OHSP

The school offered the OHSP as an ADM, providing access to free and quality secondary education to poor students, working students or child laborers, teenage mothers, students in remote areas, overaged students, people with disabilities, children in conflict situations, and students with chronic illnesses.

Success Stories

Babag NHS has been successful in implementing the OHSP as shown by the 78.65 percent increase in OHSP enrollment from 57 OHSP students in SY 2008-2009 to 267 OHSP students in SY 2012-2013 (Table 112).

Babag NHS also attained 100 percent graduation rate from SY 2008-2009 to SY 2012-2013. During this period, a total of 287 OHSP students were able to graduate, composed of 183 males and 104 females. They have also achieved zero (0) percent dropout rate during the same period. In addition, they mentioned that some of the OHSP students that have graduated are getting jobs at the Lapu-Lapu City Economic Processing Zone Authority (EPZA), while others are studying through scholarship grants for working students.

**TABLE 112. Number of OHSP Graduates from 2008 to 2013, by Gender
(Babag National High School)**

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	16	12	28
2009-2010	15	14	29
2010-2011	44	29	73
2011-2012	53	16	69
2012-2013	55	33	88
TOTAL	183	104	287

Best Practices

The FGD participants noted the following best practices in the way the OHSP was implemented:

- **Strong Capacity Building Program for OHSP Teachers.** The OHSP implementers in Babag NHS coordinated with the DepEd for the conduct of a capacity building activity. The DepEd Regional Office conducted a training program for the school head and the OHSP teacher-facilitators on “Open Enrollment Policy for Children who were Victims of Child Labor” in July 2007.
- **Use of Various Learning Strategies.** The success of the program could also be attributed to the various learning strategies employed by teacher-facilitators such as face-to-face/guided instruction, individualized instruction, and distance learning, in response to the variety of capabilities and levels of readiness of OHSP students.
- **Use of OHSP and EASE Modules.** The use of the OHSP and EASE modules as instructional materials was also among the factors that helped sustain OHSP implementation. Both OHSP teacher-facilitators and students were satisfied with the usefulness of these modules.
- **Support of Parents and Guardians.** Parents and guardians provided adequate support for their children as they pursued their studies under the OHSP. Because studying under the program was basically modular and home-based, parents and guardians played a crucial role in monitoring their children’s progress at home and in giving them proper advice for difficulties encountered in relation to their academic progress.

Accomplishments

A number of critical decisions were made by implementors of OHSP in Babag NHS to sustain students' participation in the program:

- The shift in instructional strategy from tutorial to face-to-face classroom setting has improved the learning capabilities of the students. Providing more contact hours between learners and teacher-facilitators, teachers were able to encourage students to manage their own learning. In the end, the capabilities of OHSP learners improved from those possessed by guided learners to those characterizing independent, self-paced learners.
- Adopting School-Initiated Interventions (SII) contributed to the mitigation of school leavers. The intervention entailed various measures such as providing modular instruction, holding home visitations, and closely monitoring the progress of the students. In addition, the school established links with parents and an NGO to seek their assistance in sustaining the program.
- The school had a sufficient number of classrooms to accommodate 267 OHSP enrollees. In particular, it had 47 academic classrooms, three science laboratories, and one computer laboratory made accessible for OHSP students.
- To help advocate and promote the OHSP, the school head and OHSP teacher-facilitators had been going to different barangays to orient the people on the program and to explain the importance of completing secondary education.
- Regular monitoring and evaluation of OHSP implementation was conducted by the school during each OHSP session. Academic reports and feedback from OHSP learners, their parents, and teacher-facilitators were used as methods of monitoring and evaluation. Reports made from monitoring and evaluation activities were then submitted to the DepEd Division Office on a quarterly basis.
- The school also set up a tracking system to monitor the progress of the OHSP students who had graduated from the program. Through this system, the school personnel were able to determine how many OHSP graduates had gone on to pursue college education, or were working locally or abroad.

Weaknesses

Babag NHS informants cited that one of the major weaknesses of the OHSP was the insufficient budget for reproduction of learning materials needed by OHSP students. In the past, these inadequacies were addressed by parents and an NGO which provided funds for learning material reproduction. At the time of the FGD, the school had modules in the following subjects:

- Filipino 1, 2, and 3
- English 1 and 2
- Science 1, 2, 3, and 4
- Math 1, 2, 3, and 4
- Araling Panlipunan or Social Studies 1, 2, 3, and 4
- MAPEH - only Music 1 and 2
- Edukasyon sa Pagpapahalaga or Values Education 1, 2, 3, and 4

Modules in the following subjects were still lacking:

- Filipino 4
- English 3 and 4
- Technology and Livelihood Education (TLE)
- MAPEH - Music 3 and 4, Arts, PE, and Health

It was estimated that an amount of Php30,000 would be needed for reproduction of the additional modules.

Issues

The major issue presented by Babag NHS program implementors was lack of funds for reproduction of needed learning materials and school supplies such as notebooks and papers for the OHSP students.

Adapting/Aligning OHSP with K to 12 Program

Babag NHS informants believed that the OHSP could be adapted for the SHS Program of the new K to 12 curriculum. They also considered the additional high school levels would be helpful to the students who would participate. To help OHSP students in the transition to the K to 12 Program, teacher-facilitators of Babag will have to be trained on the content and strategies for the SHS.

■ Suggestions for Improvement of OHSP

Based on responses obtained from informants during interviews conducted in Babag NHS, the following suggestions were drawn up:

- Provide funds for the reproduction of OHSP learning materials; the DepEd should provide an estimated budget of PhP30,000 for the reproduction of modules in Filipino 4, English 3 and 4, TLE, and MAPEH - Music 3 and 4, arts, P.E., and health. Providing the modules would ensure that the full potential of OHSP students as independent, self-paced learners is realized.
- Implement capacity-building training or seminars for OHSP teachers on OHSP guidelines, the new ADM/FLO guidelines, and how to use the modules. These seminars will help raise their awareness and increase their competencies for effective and full implementation of the OHSP, most especially in its adaptation to the new SHS curriculum.
- Assist schools in finding sponsors who can help provide OHSP learners with school supplies such as notebooks, paper, and pens.
- Support OHSP teacher-facilitators through incentives that would encourage them to improve program implementation; one option might be to relieve them of at least two subjects in the regular classes in return for meeting OHSP learners on Saturdays and for making home visitations.

Mabini Integrated School, Brgy. Mabini, Cebu City

Background

Mabini Integrated School, located in Cebu City, Cebu, is one of the pilot schools for the Child-Friendly School System provided under Enclosure No. 1 to DepEd Memorandum No. 35, series of 2007. The school started to implement OHSP in SY 2007-2008. In SY 2012-2013, the school had eight OHSP enrollees, all of whom were males. This number represented 4.65 percent or 8 out of 172 total number of students in the school.

Reasons for OHSP

The school implemented the OHSP to address the large number of high school dropouts, and to help students-at-risk of dropping out (SARDOs) look for opportunities to complete their secondary education.

Most of the students enrolled under the OHSP had economic and family problems, lived far from school, or were working students with multiple jobs such as mango farming (receiving about PhP2,500 a month to take care of a 3-hectare mango farm with 100 standing trees), driving a *jabaljabal* (a land transportation vehicle, e.g., motorcycle). One student participating in the FGD disclosed that he enrolled under the OHSP because he was being bullied by classmates for his facial disfigurement. OHSP students expressed their strong desire to complete their high school education despite these difficulties.

Success Stories

The two important stories shared by FGD participants of Mabini Integrated School were graduation of OHSP learners and mitigation of drop-out rates. From 2008 to 2013, 10 (17.24%) out of 58 OHSP students had already graduated from the program (**Table 113**). Except for SY 2010-2011 in which there was a 2 percent drop-out rate, there were zero drop-out rates in SY 2008-2009, SY 2009-2010, and SY 2011-2012 (**Table 114**).

**TABLE 113. Number of OHSP Graduates from 2008 to 2013
(Mabini Integrated School)**

SCHOOL YEAR	MALE GRADUATES	FEMALE GRADUATES	SUB-TOTAL OHSP GRADUATES
2008-2009	2	4	6
2009-2010	0	0	0
2010-2011	0	0	0
2011-2012	4	0	4
2012-2013	0	0	0
TOTAL OHSP GRADUATES	6	4	10

**TABLE 114. Dropout Rate from 2008 to 2012
(Mabini Integrated School)**

SCHOOL YEAR (SY)	DROPOUT RATE (IN PERCENT)
2008-2009	0
2009-2010	0
2010-2011	2
2011-2012	0

Best Practices

Among the best practices implemented by Mabini Integrated School for OHSP are described below.

- OHSP Personnel Support for Students.** Students participating in the FGD lauded the efforts of OHSP teachers in fulfilling their roles and responsibilities. OHSP teachers, the school heads, and the non-teaching staff were all seen as competent and committed in ensuring the full implementation of the OHSP. OHSP teachers were also perceived to be very supportive of their students. Students described the teachers to be very approachable and to have made themselves available for consultations when needed by students. Because of these, OHSP students felt that their teacher-facilitators treated them like family and friends. When OHSP students needed financial assistance, OHSP teacher-facilitators readily gave them support. Some of them provided OHSP students with allowance or “baon” for various expenses, including the photocopying of instructional materials.
- Use of EASE Modules and Other Related Instructional Materials.** Another effective practice cited by FGD participants was the use of the EASE modules, textbooks, and other instructional materials. These learning aids had helped OHSP students develop academic competencies.

Accomplishments

Several activities shared by Mabini Integrated School informants during the FGD are worth mentioning.

- The school obtained support from the city government. Specifically, the EDCOMM Chairman and the City Councilor of Cebu City assisted in providing a barangay bus for school activities conducted in the city proper, such as dental missions and other programs supported by the district and division offices.
- OHSP students reported that they were encouraged by teacher-facilitators to participate in peer learning or group study. Under this arrangement, independent, self-paced students were able to assist slow learners catch up with their lessons. The process promoted cooperation and social cohesion among OHSP students.
- Sessions for all grade or year levels were conducted at the same time and in the same room. Each learner, however, worked on the appropriate module according to his/her grade or year level.
- With respect to monitoring and evaluation of the implementation of the OHSP, the school turned in reports on the progress of the OHSP to the DepEd Division Office on a quarterly basis.
- During OHSP enrollment, students were required to submit Form 137 (or report card) and birth certificate obtained from the National Statistics Office (NSO) as part of their assessment requirements. The students were then assessed with reading comprehension tests and interviews. These preliminary assessment procedures helped determine whether OHSP students were slow-paced and whether they should be given guided instruction, or were prepared for independent and self-paced learning.
- Mabini Integrated School teacher-facilitators noted that regular high school students may have excelled academically, but OHSP students, on the other hand, exhibited greater commitment to learn.

Weaknesses

- One of the weaknesses of the OHSP in Mabini Integrated School was the lack of special orientation on the OHSP. The school, however, had made plans to conduct separate orientation sessions on the OHSP to help more working students, poor students, and high school drop-outs complete their secondary education.

- Another weakness recounted by FGD participants was lack of funds for ADM and OHSP implementation. This problem was temporarily addressed by using the PhP10,000 fund for mountain schools. At the same time, the school allocated PhP1,500 from its MOOE for the reproduction of OHSP modules.

■ Issues

- FGD participants identified a number of issues and concerns with respect to OHSP implementation. One was that the number of instructional modules was not sufficient for the number of OHSP students enrolled. At the time of the visit, teachers did not have the modules for Grades 8, 9, and 10.
- Another issue brought out during the FGD was the absence of a full-time guidance counselor. The school only had a teacher acting as guidance counselor. All informants were in agreement in saying that it would be of great help to OHSP students if there was a guidance counselor who could not only coordinate OHSP activities, but could also provide psychological assistance to OHSP learners.
- Another major concern was the financial problems faced by OHSP students. Many of them came from poor families who sometimes have no means for school-related expenses such as transportation money. These financial problems affected students' participation in class meetings and in accomplishing school projects and requirements. OHSP students also commented on having insufficient time to complete their workbooks and modules. They also observed that occasionally, teacher-facilitators were absent during weekly sessions but no substitute teachers were designated to meet them.
- With respect to the school facilities, OHSP students recounted that their classroom was too hot because it had no ceiling. In addition, the school did not have facilities for TLE classes. Teacher-facilitators shared that the school had yet to find the financial resources to put up the facilities.

■ Adapting/Aligning OHSP with K to 12 Program

- Teacher-facilitators of Mabini Integrated School supported the continuation of the present OHSP curriculum to include the SHS of the new K to 12 program. Adapting the OHSP to the new curriculum will give opportunities to many students in difficult situations to complete their secondary education.

- One dilemma that the school will have to resolve with regard to the SHS Program was the migration of many families from farming communities to urban places. Teacher-facilitators mentioned that courses related to employment other than farming such as those found in urban places may have to be developed.

■ Suggestions for Improvement of OHSP

The following suggestions were obtained during interviews conducted among OHSP participants in Mabini Integrated School:

- Expand OHSP implementation to include five adjoining barangays to help working students, high school drop-outs, and SARDOs from these areas.
- Provide more funds for the reproduction of modules, possibly amounting to PhP10,000 each year for three years, to reproduce five modules for each subject for each batch. Subject areas where the school needs additional modules include science, Filipino, and MAPEH.
- Hire a full-time guidance counselor who can help assess OHSP students during pre-enrollment, coordinate OHSP activities including orientation, advocacy, and promotion, provide career counseling, and track graduating OHSP students and OHSP graduates.
- Conduct capacity-building and training activities for teachers from other barangays to enable them to apply the OHSP as a means of mitigating school leaving.
- Find ways to provide financial allowance to students; one option might be to link the OHSP students to the Conditional Cash Transfer (CCT) program being implemented by the Department of Social Welfare and Development (DSWD).
- Extend meeting sessions with subject teachers from the current half day to whole day to provide students ample time to consult subject teachers.
- Assign substitute teachers on occasions when the assigned teacher is absent so as not to delay the academic timetable of OHSP students.
- Improve the learning environment of OHSP students; a ceiling should be installed in the OHSP classroom to make it more suitable for conducting learning activities.

Javier National High School, Javier, Leyte

Background

Javier National High School (NHS), located in Javier, Leyte, started offering the OHSP in SY 2008-2009. Initially there were 12 OHSP enrollees, seven of whom were males and five females. As of SY 2012-2013, there were already 58 OHSP enrollees, 37 males and 21 females (Table 115). This number represents 5.32 percent of the 1,090 total number of students in the school.

TABLE 115. Number of OHSP Enrollees from 2008 to 2013, by Gender (Javier National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	7	5	12
2009-2010	11	7	18
2010-2011	4	8	12
2011-2012	13	8	21
2012-2013	37	21	58

Reasons for OHSP

The school implemented the OHSP initially because many of its students either had financial problems or were married early that put them at risk of dropping out. In previous years, some high school students eventually had to leave school because of these difficult situations.

Success Stories

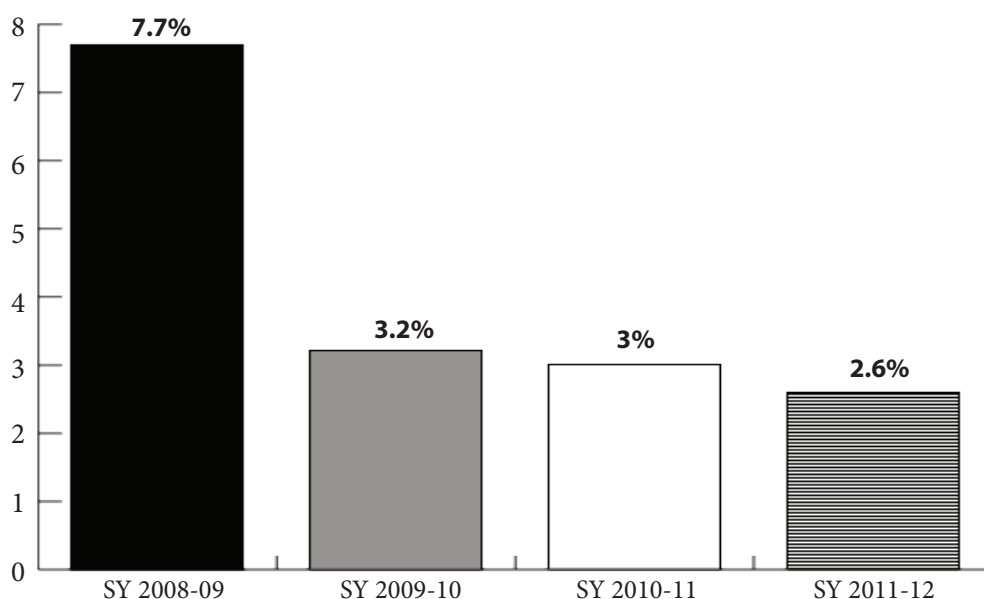
Javier NHS has been relatively successful in implementing the OHSP as shown by its 79.31 percent increase in OHSP enrollment, from 12 OHSP students in SY 2008-2009 to 58 OHSP students in SY 2012-2013.

Moreover, some OHSP students had already graduated from the program. From 2008 to 2013, four students had completed their high school education under OHSP (Table 116). At the same time, they revealed that the OHSP was able to mitigate the onset of high school students dropping out. Specifically, the school's drop-out rate declined from 7.7 percent in SY 2008-2009 to 2.6 percent in SY 2011-2012 (Figure 36).

**TABLE 116. Number of OHSP Graduates from 2008 to 2013, by Gender
(Javier National High School)**

SCHOOL YEAR	MALE	FEMALE	SUB-TOTAL
2008-2009	0	0	0
2009-2010	0	0	0
2010-2011	1	1	2
2011-2012	0	0	0
2012-2013	1	1	2
Total	2	2	4

**FIGURE 36. Dropout Rate from 2008 to 2012
(Javier National High School)**



Best Practices

Among the best practices of Javier NHS are described below.

- Competent OHSP Personnel.** One of the commendable features of the OHSP implemented in Javier NHS was the competent, committed, and approachable school head, OHSP teacher-facilitators, and non-teaching staff who take care of the OHSP students and together ensured that the school delivered quality education through the OHSP.

Accomplishments

- Javier NHS staff pointed out that effectiveness of the OHSP could be attributed partly to the use of the EASE modules and textbooks as instructional materials

for OHSP students. They observed that EASE modules helped students learn their lessons, and that the exercises provided were easy to understand and follow. OHSP students themselves expressed their appreciation for the EASE modules which they found valuable in learning the lessons.

- Teacher-facilitators also required OHSP students to read textbooks to enhance their knowledge and comprehension of the lessons.
- OHSP students of Javier NHS participated in group activities which they found to be both interesting and instructive. They not only learned from each other through these activities, but they were also able to make new friends from among their classmates.
- The school conducted orientation sessions to inform students about the OHSP. Those who attended these sessions later informed their families and friends about the program.
- Among the documents required of OHSP applicants during enrollment period were their class records (Form 137) and birth certificates obtained from the NSO. Applicants also accomplished registration forms, were interviewed, and took a reading comprehension test to determine whether they worked better as guided learners or as independent learners.

■ Issues

Javier NHS teacher-facilitators shared that they did not have sufficient number of EASE modules and books for the 61 OHSP students in the school. The insufficiency of instructional materials prevented the OHSP students from accomplishing the class exercises in a shorter period of time. They hoped that additional funds would be provided for the reproduction of modules and the acquisition of new books.

■ Suggestions for Improvement of OHSP

Interviews with the OHSP learners in Javier NHS yielded a number of suggestions for improving the program implementation.

- Provision of funds by the DepEd for the reproduction of additional EASE modules and the purchase of more books.
- Improvement of the teaching style and attitudes of teachers; if they put in more work and enthusiasm in their teaching, OHSP students will most likely learn better.

Jose Panganiban National High School, Panganiban, Camarines Norte

Background

Jose Panganiban National High School (NHS), located in Jose Panganiban, Camarines Norte began implementing the OHSP in SY 2006-2007. In 2008, it was selected as one of the schools designated as part of the Child-Friendly School System (CFSS). The school initially had 73 OHSP enrollees, 45 of whom were males and 28 females. As of SY 2012-2013, its enrollment had increased to 242, with 152 male students and 90 female students (Table 117).

**Table 117. Number of OHSP Enrolees from 2006 to 2013, by Gender
(Jose Panganiban National High School)**

SCHOOL YEAR	MALE	FEMALE	TOTAL
2006-2007	45	28	73
2007-2008	87	42	129
2008-2009	116	69	185
2009-2010	122	69	191
2010-2011	118	56	174
2011-2012	146	52	198
2012-2013	152	90	242

Reasons for OHSP

The school listed their objectives for implementing the OHSP, namely:

- retain the potential school leavers and bring back the out-of-school leavers of high school age;
- develop functional literacy within the context of formal secondary learning; and,
- provide the disadvantaged persons of high school age access to formal education and eventually mainstream them to the regular program when they decide to do so.

Most OHSP students were burdened with financial difficulties. Parents of these students were farmers and small-scale miners who did not have enough income to send their children to regular school. Because of their financial problems, many of the OHSP students were also working in gold mining and gold panning in the nearby municipality of Paracale, known to be a major gold mining area in the province. Other OHSP learners either worked as sales ladies or were employed in similar low-paying jobs. Some OHSP

students chose to enroll in the program because they found it difficult to study under the regular high school program due to personal reasons such as early marriage, distance from the school, and severe physical impairment. One of the students interviewed was orphaned at an early age, and was left in the care of her grandmother, who herself had limited means.

■ Success Stories

Jose Panganiban NHS was successful in implementing the OHSP as indicated by the increase in the number of enrollees, from 73 OHSP students in SY 2006-2007 to 242 OHSP students in SY 2012-2013 (**Table 117**). Similarly, the graduation rate was 61 percent or 23 graduates out of 38 candidates in SY 2011-2012. In SY 2012-2013, 90 percent or 56 out of 62 students were expected to graduate from the OHSP. A total of 140 students has thus far graduated in the OHSP of Jose Panganiban NHS from 2007 to 2013 (**Table 118**).

**TABLE 118. Number of OHSP Graduates
(Jose Panganiban National High School)**

SCHOOL YEAR (SY)	SUB-TOTAL OHSP GRADUATES
2007-2008	10
2008-2009	15
2009-2010	21
2010-2011	15
2011-2012	23
2012-2013	56
TOTAL OHSP GRADUATES	140

One of the OHSP graduates was traced to be working as a cosmetologist in Dubai, while another was in her third year as a Nursing student in a private school in Daet, Camarines Norte. A third OHSP graduate was reported to have secured a regular job in Singapore. Finally, a 48-year old government employee was given a permanent job position in the municipal office after he graduated from the OHSP.

Students who participated in the FGD expressed their gratitude for having been given a chance to continue their studies under the program at a time when they seemed to have lost all hope of ever returning to school. They claimed that they learned to become independent and more responsible students because of their experiences as OHSP learners.

Best Practices

Jose Panganiban NHS informants identified some of their best practices in implementing the OHSP.

- Capable OHSP Personnel.** The OHSP was put into operation by its competent and committed school head, OHSP teacher-facilitators, and non-teaching staff. According to the OHSP students in the FGD, OHSP teacher-facilitators were firm but were also friendly and approachable. The school also provided substitute teachers when a subject teacher was absent from class meetings. The school head was likewise highly regarded because of his deep knowledge and experience in implementing the OHSP. Prior to his designation as principal of J. Panganiban NHS, he had served as the school principal of Camarines Norte National High School (NHS) when the OHSP was first implemented there.
- Adherence to a Clear Set of OHSP Guidelines.** Because of its exceptional leadership, the school also had followed a clear set of guidelines on how to implement the OHSP. The OHSP team developed an organized curriculum for the OHSP students with the following core academic subjects: English, Filipino, math, science, araling panlipunan (AP), values, TLE, and MAPEH. Grade 7 to Fourth Year OHSP students attended weekly school meetings every Saturday from 7:30 am to 5:15 pm. Consultation period with teacher-facilitators was set at one hour per subject to provide sufficient time for discussion of difficulties (Tables 119 and 220).

TABLE 119. Schedule of Classes and OHSP Teachers, Morning Session, Saturday (Jose Panganiban National High School)

TIME	SUBJECT	SUBJECT	SUBJECT	SUBJECT
7:30 – 8:30	Values I	AP II	Science III	TLE IV
8:30 – 9:30	Values II	AP III	Science IV	TLE I
9:30 – 9:45	Break			
9:45 – 10:45	Values III	AP IV	Science I	TLE II
10:45 – 11:45	Values IV	AP I	Science II	TLE III
Lunch Break				
Teachers	Mrs. Melba Angela Arciga	Mrs. Leonor V. Binaohan	Mrs. Mariefe D. Cereno	Mrs. Edna Asis

TABLE 120. Schedule of Classes and OHSP Teachers, Afternoon Session, Saturday (Jose Panganiban National High School)

TIME	SUBJECT	SUBJECT	SUBJECT	SUBJECT
1:00 – 2:00	English I	Filipino II	Mapeh III	Math IV
2:00 – 3:00	English II	Filipino III	Mapeh IV	Math I
3:00 – 3:15	Break			
3:15 – 4:15	English III	Filipino IV	Mapeh I	Math II
4:15 – 5:15	English IV	Filipino I	Mapeh II	Math III
Teachers	Mrs. Merlinda Alcosiba	Mrs. Cynthia B. Barja	Mrs. Carmina M. Dichoso	Mr. Andreo S. Tagle

- The school was also successful in gaining the support of the municipal mayor. The friendly relationship between the mayor and the school officials facilitated the approval of monthly honoraria for OHSP teachers taken from the LGU's Special Education Fund (SEF).
- Teacher-facilitators observed that the OHSP students were enthusiastic, were serious in their studies, and were willing to learn. The enthusiasm of OHSP students could be attributed to the useful and relevant learning materials that the school used. These included the EASE modules, reference books from regular curriculum for araling panlipunan, and Saturday local TV program on mathematics viewed in school.
- OHSP students were also described as skillful in time management, and that they were seen to have used their time wisely to study. Students were also financially mature because they were able to save money for projects and modules. They showed their resourcefulness by manually copying modules in their notebooks when they did not have money to reproduce them. Cooperation in OHSP classes was evident, thus enabling students to maximize learning and to develop friendships.
- Moreover, the success of OHSP students could not happen without the generous support of their parents. Parents of OHSP students were sources of advice, guidance, and assistance as learners completed their school requirements.

Accomplishments

- One important features of the OHSP in Jose Panganiban NHS was the provision of honoraria for teacher-facilitators in order to sustain their involvement in the program. Each OHSP teacher-facilitator received an honorarium of PhP650 to

PhP1,000 each month, obtained from the SEF of the municipal government through a Memorandum of Agreement (MOA) signed between the school head and the mayor.

- Another noteworthy feature was the PTA initiative to subsidize the miscellaneous fees of OHSP students. This assistance relieved OHSP students of some of the financial burden they had to be able to study.
- To ensure that working students would be able to join weekly sessions, the implementors transferred these sessions from Friday to Saturday. This move resulted in an increase in the number of working students enrolling in the OHSP.
- Peer teaching was organized among OHSP students, and between OHSP and regular students. This enabled the slow learners to catch up with the lessons.
- The school put emphasis on building the capacity of OHSP teacher-facilitators. The OHSP teaching staff was able to participate in an in-service training and seminar-workshop on the Child-Friendly School System (CFSS).
- Part of improving the learning environment for OHSP learners was to expose them to school-related experiences such as educational trips and activities. Some OHSP students of Jose Panganiban NHS were able to participate in the Science Technology Education Program (STEP)-TLE Technolympics held in Iloilo. An educational tour was held in 2012 in which OHSP learners visited the TESDA office in Naga City. This experience gave some students information on TESDA programs available for high school graduates.
- Jose Panganiban NHS provided orientation on the OHSP to students and parents through the PTA assembly at the beginning and at the end of each school year. Municipal government meetings, town fiestas, and barangay night also served as venues for the school to promote the OHSP. Members of the community and the municipal government also referred the program to those who they thought needed it and would benefit from it. The school staff had begun to discuss plans putting up a website to further promote the OHSP in their school.
- Teacher-facilitators participating in the FGD disclosed that they had given recognition and award to three outstanding OHSP students. The school was also able to submit a School Improvement Plan (SIP) requesting for ADM funds. As a result, it received PhP100,000 from funds for reproduction of OHSP modules.

- The school leadership of Jose Panganiban NHS took responsibility for the following aspects of the OHSP:
 - determine the drop-out rate of the school;
 - initiate and conduct an information drive;
 - supervise OHSP teacher-facilitators' loading and organization of classes;
 - prepare the report for monitoring and evaluation; and
 - explore sources of funds to support the OHSP.

- The school was able to establish an organized system to track learners' progress from enrollment to high school completion as follows:
 1. Entry Procedures. Students seeking to attend the OHSP were required to submit documents such as their report cards (also known as Form 137), PEPT qualifying certificate, and birth certificate obtained from the NSO.
 - Applicants were then given the Independent Learning Readiness Test (ILRT) to assess their capacity for self-directed learning, and the Informal Reading Inventory (IRI) Test to measure their reading level. Results of these tests were used only as references or benchmarks, and were not at all used as bases for admitting OHS students. Therefore, as long as applicants turned in the documents required, they were allowed to enroll under the OHSP.
 - OHSP students were also interviewed to obtain a better picture of their background. They were asked to explain why they wanted to study under the OHSP. The interview was followed by the learner and his/her parent or guardian signing a learner's agreement which indicated a common understanding of the school's expectations of the learner, the parents or guardian, and the timeframe in which the required modules were to be completed.
 2. Formative Assessment. OHSP students were also assessed through quizzes and periodical examinations to know how much they have learned the lessons contained in the EASE modules and textbooks.
 - OHSP teacher-facilitators attested that generally OHSP students had exhibited a strong willingness to learn. Parents of OHSP learners likewise confirmed that their children had become independent learners and that they were able to pace themselves in completing the modules.

- OHSP students themselves admitted that they learned a lot through the program. They attributed their learning to the EASE module. They also appreciated teacher-facilitators' efforts to guide them, during class sessions, and in other school activities. After graduation, OHSP students said they planned to either pursue college education or work locally or abroad.
3. Academic performance of regular and OHSP students. The learning materials used by OHSP students were of the same quality as those used by regular students. Teacher-facilitators attested to this from their first-hand knowledge because they also taught regular high school students. Parents who participated in the FGD believed that OHSP students were comparable to the regular students because some of them had children attending both programs; they claimed that their children who were in the OHSP were at par with their children who attended the regular high school program.

Weaknesses

The teacher-facilitators reported that one major difficulty they encountered was the inadequacy of available EASE modules for use of the 242 OHSP students. This situation prevented the OHSP students from completing academic units on time because they had to share the limited number of copies or take turns using the learning materials. Request would be made for DepEd to assist them in the reproduction of additional EASE modules.

The school would also need additional funds to sustain the OSHP. It was projected that it would require an annual budget of at least PhP265,500 for the OHSP to be fully implemented in the school.

Issues

- The major issue presented by FGD participants in Jose Panganiban NHS was that they did not have enough EASE modules. Thus, students resorted to sharing modules to complete their academic requirements. In addition, the home visitation initiative was not yet funded. If funds were made available, teacher-facilitators could expand this initiative and they can reach out to help more out-of-school youth.
- Another major issue was the lack of facilities for OHSP students. Sometimes, the school amphitheater served as their classroom when the regular students were using the classrooms.

- In addition, the OHSP students sometimes had to spend for photocopying and printing learning materials. This was quite difficult for them given their economic situations.
- OHSP students in the FGD elucidated that the weekly meetings were not enough for them to meet and consult with teachers. They also felt that sometimes teacher-facilitators were somewhat impatient with them especially when they require more explanation for difficult lessons.

■ Adapting/Aligning OHSP with K to 12 Program

FGD participants were in agreement in saying that the OHSP could help in the implementation of the SHS Program. The out-of-school youth, high school drop-outs, SARDOs, and working students who qualified to be at this level would need help to finish their secondary education, and the OHSP was the appropriate program for them.

■ Suggestions for Improvement of OHSP

Responses during interviews revealed a number of suggestions for DepEd's consideration:

- Provide funds for the reproduction of additional EASE modules for the use of OHSP students in their school; funds should also be provided to enable the OHSP teachers to conduct home visitation.
- Organize capacity-building activities for retraining OHSP teacher-facilitators; topics should include OHSP guidelines, the new ADM/FLO guidelines, and how to use the modules as teaching tools.
- Build additional classrooms for OHSP students' use and provide learning equipment such as computers, printers, and photocopying machines.
- Expand the implementation of the OHSP to help more students; parents of OHSP students, based on their own involvement in the program, believed that the OHSP was responsive to their children's needs and they would recommend it to others who wanted to pursue their high school education.
- Conduct learning sessions more often, e.g., twice a week, to provide more time for teacher-facilitators to meet OHSP students; OHSP teacher-facilitators need to develop more patience in dealing with OHSP students.
- Develop modules for the SHS Program with pretest, posttest, and activities related to TLE.

Camarines Norte National High School, Daet, Camarines Norte

Background

Camarines Norte National High School (NHS), located in Daet, Camarines Norte, opened its OHSP in SY 2006-2007. It was one of the pilot schools for the OHSP and for the Child-Friendly School System (CFSS), as provided under Enclosure No. 1 to DepEd Memorandum No. 35, s. 2007. The school had 83 OHSP enrollees in SY 2012-2013, of whom 42 were males and 41 females (**Table 121**).

**TABLE 121. Number of OHSP Enrolees from 2008 to 2013, by Gender
(Camarines Norte National High School)**

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	14	18	32
2009-2010	23	30	53
2010-2011	44	43	87
2011-2012	52	59	111
2012-2013	42	41	83

Reasons for OHSP

The school's objectives for implementing the OHSP were as follows:

- retain potential school leavers and bring back out-of-school youth of high school age;
- develop functional literacy within the context of formal secondary learning; and
- provide the disadvantaged youth who are of high school age access to formal education and eventually mainstream them back to the regular program when they decide to do so.

Students chose to enroll under the OHSP for various reasons such as poverty and financial problems, distance from school, education design, and severe physical impairment. These reasons constrained them from studying under the regular high school program.

Success Stories

One of the school's success stories was that the number of OHSP enrollees increased from only seven in SY 2006-2007, to 83 in SY 2012-2013. The number of OHSP enrollees decreased from 111 in SY 2011-2012 to 83 in SY 2012-2013 because other

students opted to pursue their education through the Alternative Learning System (ALS). Nevertheless, the implementation of the OHSP was expanded to other areas such as San Roque NHS in Mercedes, Camarines Norte.

Teacher-facilitators noticed the transformation of students in terms of their academic competencies, from being instructional learners in Grade 7 and Second Year to being independent learners in Third Year and Fourth Year, respectively. The number of graduates under the OHSP increased from seven in SY 2009-2010 to 76 in SY 2012-2013 (Table 122).

**TABLE 122. Number of OHSP Graduates from 2009 to 2013
(Camarines Norte National High School)**

SCHOOL YEAR (SY)	MALE GRADUATES	FEMALE GRADUATES	SUB-TOTAL OHSP GRADUATES
2009-2010	2	5	7
2010-2011	10	7	17
2011-2012	7	18	25
2012-2013	13	14	27
TOTAL OHSP GRADUATES	32	44	76

Other notable success stories in Camarines Norte NHS OHSP included the following:

- In SY 2008-2009, two OHSP students passed the Philippine Education Placement Test (PEPT) for First Year and Second Year college, respectively.
- There were seven OHSP graduates in SY 2009-2010; they were the first batch of graduates under the OHSP in Camarines Norte NHS and one of them was a pioneer OHSP student.
- Two OHSP students became Scholarship Grantees of the Municipal Government.
- Some OHSP graduates pursued vocational courses.
- Seven OHSP students attended vocational classes in SY 2010-2011.
- Graduates of SY 2011-2012 showed interest in continuing their college education; almost everybody in the batch applied for scholarship under the Congressional Scholarship Program.

Best Practices

Among the best practices of Camarines Norte NHS were described by FGD participants as follows:

- **Adherence to OHSP Guidelines and Curriculum.** The former school head and the first group of OHSP teacher-facilitators received training and capability building to implement the OHSP in Baguio City in 2005. In view of this, the implementing staff had a clear appreciation of the OHSP Implementing Guidelines. They were able to develop a curriculum for the OHSP. The academic subjects of OHSP learners were the same subjects taught in the regular high school program. These included English, Filipino, math, science, values education, TLE, AP, and MAPEH. Consultations between OHSP students in Grade 7 to Fourth Year and their subject teacher-facilitators were held every Saturday from 7:30 am to 5:00 pm (Table 123).

TABLE 123. Schedule of Open High School Saturday Class Meetings (Camarines Norte National High School)

Time	I	II	III	IV
AM				
7:30 – 8:30	Science	Filipino	Math	Science
8:30 – 9:30	Filipino	Science	Science	Math
9:30 – 9:45	Break Time			
9:45 – 10:45	TLE	Math	TLE	Filipino
10:45 – 11:45	Math	TLE	Filipino	TLE
PM				
1:00 – 2:00	English	Values Education	Araling Panlipunan	English
2:00 – 3:00	EP	English	MAPEH	EP
3:00 – 4:00	AP	MAPEH	Values Education	AP
4:00 – 5:00	MAPEH	Araling Panlipunan	English	MAPEH

- **Capacity Building for OHSP Teachers.** In 2007, a training activity in Manila was conducted in which guidelines for OHSP were discussed together with those for the CFSS. One output of this training was a student tracking system, and a plan for implementing the DORP.
- **Competent OHSP Personnel.** The OHSP was successfully sustained because they had a competent and approachable implementing team composed of the school head, OHSP coordinator, and teacher-facilitators.

- **Stakeholder Support.** In SY 2006-2007, the Local School Board (LSB) of the local government provided PhP150,000 for the reproduction of modules, and extended honoraria granted to 10 OHSP teacher-facilitators (a monthly amount of PhP500 each) for one year. However, from 2007 to 2009, in lieu of the honoraria, teacher-facilitators were instead given service credits. The Provincial School Board (PSB) has since then taken over this matter and had allotted an honorarium of PhP1,300 for each OHSP teacher-facilitator.
- **Support from the Parents Teachers Association (PTA).** In SY 2007-2008, the PTA gave PhP60,000 as financial assistance for the reproduction of modules for use under the OHSP.

■ Accomplishments

Various activities pursued by the OHSP implementation team were credited to them as accomplishments.

- **Implementation of a Drop-out Reduction Program (DORP) Action Plan and Orientation Seminar on DORP.** In SY 2012-2013, Camarines Norte NHS implemented its DORP Action Plan. The action plan aimed to accomplish the following: 1) obtain updated data on the following indicators – drop-out rate, retention rate, completion rate, and achievement rate; 2) determine the types of students with educational disadvantages in the community; 3) assess the dominant risk factors influencing SARDOs or potential school leavers; and 4) strengthen school and family partnership in order to reduce drop-out rate. Activities related to the action plan included situational analysis, consultative meetings with barangay officials, analyses of community, school, and student variables, and organizing the PTA. The school also held an orientation seminar on July 28, 2012 to raise awareness of parents and students on the DORP, and to explain the roles and responsibilities of parents in preventing their children from dropping out of school.
- **Proactive Implementation of School Intervention Initiative (SII).** In SY 2012-2013, the school implemented the SII in line with the DORP. Activities conducted were conference with parents, home visitation, attendance monitoring, counseling of students, application of the extended buddy-buddy system, seminar on SARDO, and sending letters to parents or guardians of OHSP students. The SII helped mitigate and address many academic concerns of the students.

- **Extended Buddy-Buddy System.** The extended buddy-buddy System was an assisted learning initiative in which high achieving students taught other students under the guidance of their parents. It was an informal approach to student learning through a process that involved tutoring or proctoring between advanced and less advanced students. The system was initiated by the students themselves, with four students comprising each group. These groups held home study sessions during weekends and holidays. It was piloted in two sections, and when it was found to be effective, was later replicated in the other sections.
- **Project PRAISE (Performance Review, Analysis, and Incentive System for Educators).** This is a rewards and incentives system under the DepEd. It provides additional compensation for deserving OHSP teachers based on performance appraisal.
- **Barangay Hopping with the Barangay Council.** The school, together with the barangay councils, conducted campaigns in different barangays to orient community members on the OHSP, its importance in preventing student drop-outs, and encouraging the youth to complete their secondary education.
- **Stakeholders' Orientation Seminar on Reducing SARDOs.** The seminar was part of the school's advocacy and promotion campaign for the OHSP. During the orientation seminar, teacher-facilitators explained to parents why it was important that their children complete secondary education. Parents' roles and responsibilities in supporting their children on their studies and in preventing them from dropping out were also discussed. The PTA, students, and student council also helped in the dissemination by informing their relatives and friends about the OHSP.
- **Implementation of Policies.** From 2007 to 2009, OHSP teacher-facilitators were given service credits. For most of the school years, however, they received honoraria from the Local School Board (LSB) on a monthly basis. The school also complied with the DepEd Order on providing recognition to outstanding OHSP students.
- **Financial Resources.** Camarines Norte NHS was able to obtain some ADM funds by including the OHSP in its School Improvement Plan (SIP). Specifically, the school obtained PhP50,000 which was used for the reproduction of OHSP modules. The school received another PhP50,000 from the School-Based Management (SBM) grants for the same purpose.

The EASE program materials used by OHSP students were in line with the instructional materials used by regular students.

- **Periodic Monitoring and Evaluation.** A school monitoring team conducted regular assessment of the program. Data about student and teacher performance, as well as information on how the program worked were put together in the preparation of a yearly progress report.

The school had a tracking system to monitor the progress of OHSP graduates. This tracking system aimed to find out if graduates had continued on to college or were working locally or overseas.

- **School Enrollment.** Prior to enrollment, documents such as report card, PEPT qualifying certificate, and birth certificate obtained from the NSO were required of OHSP applicants.

The school administered the Independent Learning Readiness Test (ILRT) to assess the learner's capacity for self-directed learning, and the Informal Reading Inventory (IRI) test to measure the learner's reading level. Results, however, were used only as references or benchmarks and were not applied as admission criterion to the OHSP.

Each applicant was briefly interviewed to enable teacher-facilitators to obtain a profile and some background about the learners. Then, the learner and the parent or guardian signed a learner's agreement to ensure that they had a common understanding of the school's expectations of the learner, parents or guardian, and the required timeframe for completion of modules.

■ Issues

One major issue raised by participants in the FGD was the insufficiency of funds for the reproduction of modules. Another issue was the lack of teaching force; the school needed to hire additional teacher-facilitators for the OHSP. There was also some concern about the lack of training for teacher-facilitators who were implementing the OHSP at the time of the visit. The teacher-facilitators concerned would have to undergo orientation training on relevant OHSP policies. Some teacher-facilitators also expressed burnout and the need to take some time off from teaching. Finally, the high poverty rate in the area was a major concern for teacher-facilitators because they felt that students would continue to leave school if families were not assisted financially.

Weaknesses

The weakness of OHSP implementation in Camarines Norte NHS lies mainly on the economic situation of OHSP students which prevents them from going to school. Because many of the students were poor, their circumstances had forced them into child labor. Many times, their work schedules were in conflict with their class schedules. In addition, some students continued to find it difficult to report to school because they came from very distant places.

The school also had poor facilities that needed to be fixed or replaced. Moreover, since the original OHSP teacher-facilitators had been promoted and transferred to other schools, some of the current OHSP teacher-facilitators had to be trained on the OHSP guidelines, the new ADM/FLO guidelines, and how to utilize the modules effectively.

The funds obtained from the ADM allocation and from School-Based Management (SBM) grants were only used to reproduce copies of the modules for the OHSP teacher-facilitators. They were not enough to make enough copies for student use considering the total of 29,206 pages for all subjects. The funds obtained were not enough to cover all the copies needed by OHSP students. The school still had to reproduce a total of 2,132,038 pages of modules for all subjects for 73 OHSP learners (Table 124).

TABLE 124. Status of Modules for OHSP Students, by Subject, by Number of Pages (Camarines Norte National High School)

SUBJECTS MODULES	NO. OF PAGES	TOTAL NO. OF OHSP STUDENTS (GRADE 7 TO FOURTH YEAR)	TOTAL NO. OF PAGES NEEDED TO BE REPRODUCED
Araling Panlipunan I-IV	1,788	73	130,524
English I-IV	3,660	73	267,180
Math I-IV	1,027	73	74,971
Science I-IV	1,500	73	109,500
Filipino I-IV	9,288	73	678,024
Edukasyon sa Pag- papahalaga I-IV	3,484	73	254,332
MAPEH I-IV	5,603	73	409,019
TLE I-IV	2,856	73	208,488
TOTAL NUMBER OF PAGES	29,206	73	2,132,038

■ Adapting/Aligning OHSP with K to 12 Education Program

- Teacher-facilitators of Camarines Norte NHS supported aligning the OHSP curriculum to the new K to 12 education program. They felt that the OHSP would be a suitable alternative for Grades 11 and 12 students who might be at risk of dropping out for various reasons such as poverty, work, and distance from school.
- They also clarified that in order to prepare OHSP students for the transition to SHS of the K to 12 curriculum, incoming students would be required to pass the Independent Learning Readiness Test (ILRT) and the oral reading test or the Informal Reading Inventory (IRI) test. This would ensure that the OHSP students were competent and ready to complete their high school education.

■ Suggestions for Improvement of OHSP

Interviews with representatives of OHSP stakeholders in Camarines Norte NHS proposed the following points for improving the program.

- Provide funds for reproduction of additional modules for the OHSP.
- Assign/designate additional OHSP teacher-facilitators to ensure that quality class consultations are given to OHSP learners.
- Conduct capacity-building activities for the new group of OHSP teacher-facilitators regarding the OHSP guidelines, new FLO/ADM guidelines, and how to develop and enrich the OHSP modules; request LGU assistance to fund these activities.
- Explore possibilities for the SHS program: if academic work can be provided through OHSP modules while skills development is undertaken in regular classes; arrange off-school facilities for the skills development component of SHS by looking for appropriate industry partners.

Kabasalan National High School, Kabasalan, Zamboanga Sibugay

Background

Kabasalan National High School (NHS), located in Kabasalan, Zamboanga Sibugay, offered the OHSP in SY 2013-2014. Prior to this, OHSP teacher-facilitators had already been trained on how to conduct the program. It had identified the potential learners and had obtained the instructional materials. Each learner began attending the OHSP after receiving the results of the ILRT.

Reasons for OHSP

Because of the fluctuating drop-out rate and the desire of the school to reduce it, several School Initiated Intervention (SII) programs were organized. Prior to implementing the OHSP, the school had initiated a similar program under the DORP. Those participating in this program would later be mainstreamed into the regular high school. Modular instruction was first offered when a student could no longer attend the regular high school due to certain circumstances such as early pregnancy. In order to help the student continue with her studies, teachers and classmates took turns bringing the modules to her home.

Success Stories

One of the success stories in Kabasalan NHS was the large number of students who were able to continue their high school education because of several instructional and non-instructional DORP interventions initiated. The parents appreciated the implementation of these programs. One male parent was quite tearful when his child graduated from high school.

The DORP programs had likewise helped reduce the drop-out rate of the school from 5.89 percent in SY 2008-2009 to 3.9 percent in SY 2011-2012 (Table 125).

**TABLE 125. Simple Dropout Rate from 2008 to 2012
(Kabasalan National High School)**

SCHOOL YEAR	TOTAL
2008-2009	5.89
2009-2010	7.32
2010-2011	6.61
2011-2012	3.90
2012-2013	83

Best Practices

A number of instructional and non-instructional initiatives were among the best practices of the school with regard to the DORP.

- **A Word to Teach the World.** This initiative offered remedial classes for SARDOs. An off-shoot of this program was the construction of the reading hub.
- **Reaching for the STARS.** This initiative recruited bright students to assist SARDOs cope with academic work.
- **Bahay Sagip.** This initiative offered 17 SARDO boys free lodging within the school premises. The boys received free school supplies at the beginning of each school year. They were closely supervised by the DORP team and were provided with free meals if they stayed in the lodging place on weekends. Expansion of the lodging facility was being undertaken to accommodate more OHSP students who lived far from the school.
- **Adopt-a-Student Program.** This initiative was a scholarship program for 100 students funded by the provincial government. Assistance for six months was provided, half of which was allowance, and the other half as payment to scholars through a “work-to-earn program.” This scheme was devised to eliminate the concept of dole-out. Scholars also received a set of uniforms, including socks and shoes; money for authorized school contribution fees; and PhP300 cash financial assistance.
- **SARDO Working Group.** This initiative was an organization of SARDOs whose members were assisted by the school in finding weekend jobs (e.g., house help, farming, etc.) in return for a fee of PhP150.00. The guidance counselor collected a small amount (PhP5.00) from this fee to augment funds for some school initiated interventions.
- **Home Visitation.** Home visitations were conducted by the school as requested by SARDOs themselves.
- **Ikaw, Ako, Kasalo.** This initiative was the school’s feeding program complemented by a deworming program. The school nurse determined the students who needed treatment.

Accomplishments

- One accomplishment of Kabasalan NHS, was organizing the Save-a-Student Advocacy, an NGO founded by the schools DORP team. They had made linkages with development organizations and fund raising activities for the realization and sustainability of the DORP.
- Another accomplishment was the sustained support provided by the Provincial Government which has been allocating funds to support the schooling of SARDOs.
- Through the school's persistence, the Public Employment Service Office (PESO) has provided livelihood starter kits for high school students who have demonstrated excellence in various technical-vocational fields. The PESO likewise provided livelihood support programs for the parents.
- The school was also able to implement an adequate Module/Delivery System. The school had a complete set of EASE modules. These Basic Education Curriculum (BEC)-based modules were provided for both the DORP and the OHSP. A set of OHSP modules had also been delivered, with PhP120,000 as School-Based Management (SBM) grant allocated for the reproduction of these modules.

Issues

- One of the issues identified by the representatives of the school was that the DORP team has yet to provide the program for other OHSP students such as girls and islanders who lived in remote places.
- Another issue was the difficulty of students to study on their own. It seemed that modular instruction was a challenge to those who have difficulty working on their own. These learners were better off studying with others.

■ Suggestions for Improvement of OHSP

Several suggestions resulted from interviews with OHSP participants:

- Wellness program to support the implementors of the DORP and the OHSP, so that they can continue to be an “inspiration” to the learners.
- Strengthened role of the guidance counselor who will be able to objectively identify the SARDOs and closely monitor them as OHSP students.
- Proper documentation and reporting of OHSP implementation to stakeholders, as these are crucial to the sustainability and duplication of the DORP programs.
- Linkage with the community for assistance on hands-on skills training in technical-vocational courses.

Manicahan National High School, Zamboanga City

Background

Manicahan National High School (NHS), located east of Zamboanga City, first opened the OHSP in SY 2011-2012. The school started with 58 OHSP enrollees, 44 of whom were males and 14 females. As of SY 2012-2013, there were 80 OHSP students, composed of 54 male students and 26 female students (**Table 126**). This number represents 6.13 percent of 1,305 students in the school. The program was implemented by 45 OHSP teacher-facilitators.

TABLE 126. Number of OHSP Enrolees from 2011 to 2013, by Gender (Manicahan National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2011-2012	44	14	58
2012-2013	54	26	80

Reasons for OHSP

In a farming community like Manicahan, students' attendance at school tends to be affected by agricultural cycles, and is best described as being "seasonal." To address this, the EASE program was provided for students so that they could continue their schooling even during planting and harvest time when they would be helping the family in the farm.

To supplement the EASE program, the OHSP was offered two years ago, targeting out-of-school youth and adults aged 18 years old and above. The program also absorbed the SARDOs for the purpose of reducing the school's drop-out rate.

Success Stories

Manicahan NHS was on its second year of OHSP implementation in SY 2012-2013. From an initial enrollment of 58 students during the first year of implementation, the number of OHSP learners has increased to 80 students, enrolled from Grade 7 to Fourth Year high school (**Table 126**). During the past school year (SY 2012-2013), 20 (90.9%) out of the 22 Fourth Year OHSP students had satisfactorily completed their academic requirements and graduated on March 20, 2013.

Best Practices

Manichan NHS identified various instructional and non-instructional practices that could be considered as best practices in OHSP implementation.

- **Qualified and Committed OHSP Teacher-Facilitators.** Teacher-facilitators were described by learners as sincerely dedicated and committed to serve them. These were regular high school teachers who have exhibited satisfactory performance based on the Performance Appraisal System for Teachers (PAST). They were willing to teach in the program with or without compensation. They were also pictured by OHSP learners to be approachable, and were available for consultation anytime, truly making the school “child-friendly.” OHSP students praised the teacher-facilitators for making it easy for them to learn. They gave few assignments, selected only important lessons, and explained difficult lessons by demonstrating them.
- **Capacity Building for OHSP Teachers.** The teachers who were in the DORP Council attended and participated in training programs on OHSP policies and procedures.
- **Observance of Zero Collection Policy.** Since the school strictly followed the “zero collection” policy, OHSP students did not have to pay for any school fee, not even for reproduction of modules.
- **Support of the School Head.** The principal was supportive of the OHSP. He worked out a way to eliminate expenses on the part of the students, and charged the reproduction of modules to MOOE.
- **Treatment of OHSP Students.** OHSP students were not treated differently from regular students. They were required to wear school uniform and had to follow the same grooming habits as the regular students. Because of this, OHSP learners felt that they were truly students of the school, without feeling alienated.
- **Cost of Studying in OHSP.** Although OHSP students still had to spend for school-related projects, they appreciated the fact that they had fewer expenses compared to those in the regular high school classes.
- **Facilities for OHSP.** To provide a place for OHSP students, the school converted the old school library into classrooms for the OHSP. At the same time, OHSP students were granted access to the computer and science laboratories.

- **Tracking Learners' Progress.** The OHSP students were admitted to the program after they passed the Independent Learning Readiness Test (ILRT) and the interviews. Information from these instruments served as baseline data that would be used to track students' progress in the program.

■ Weakness

One weakness observed during the past year was the slight increase in the drop-out rate from 5 percent in SY 2010-2011 to 6 percent in SY 2011-2012. The school nevertheless managed to keep such low rate. In the future, teacher-facilitators said they hoped to achieve zero drop-out rate.

■ Issues

- One of the issues raised with respect to the OHSP implementation was the lack of proper compensation for OHSP teacher-facilitators. They received neither service credit nor honoraria for the extra work they did for the OHSP.
- OHSP students reported that they did not feel comfortable in the designated classroom because it was often hot and lacks good ventilation. They hope that a classroom with more conducive learning environment would be provided.
- Copies of EASE modules were insufficient in both content and quantity. To remedy this, teacher-facilitators used standard textbooks and prepared supplemental instructional materials using the SBM grant.
- Since OHSP teacher-facilitators were also given teaching load in the regular high school, the heavy teaching load gave them no time to closely monitor or conduct home-visits with students who did not attend the OHSP class meetings regularly.

■ Adapting/Aligning OHSP with K to 12 Program

The principal proposed the conversion of the school into a techvoc high school in preparation for the SHS program. It plans to offer course specializations in farming and aquaculture.

■ Suggestions for Improvement of OHSP

During the FGD session, participants offered several suggestions for improving the implementation of the OHSP.

- Endure that the government's financial support the sustenance of the OHSP, whether local or national, will go directly to the schools implementing OHSP.
- Adopt the best practices in OHSP implementation that were identified during the national conference for OHSP implementers and address the program's challenges.
- Proper ventilation for the classrooms.
- Availability of, and access to, Information and Communication Technology (ICT) facilities.
- Teacher training to be conducted by TESDA.
- Provision of facilities required by SHS technical-vocational courses.
- Partnership with business and industry partners in developing the SHS curriculum.

Don Pablo Lorenzo Memorial High School, Zamboanga City

Background

Don Pablo Lorenzo Memorial High School (MHS), located in Zamboanga City, offered the OHSP in SY 2005-2006. It was one of the pilot schools of the OHSP as provided under Enclosure No. 1 to DepEd Memorandum No. 35, s. 2007. The school had 849 OHSP enrollees in SY 2012 to 2013, of whom 383 were males and 466 females (**Table 127**). The number of OHSP enrollees represented 11.9 percent of the 7,134 student population in the school.

TABLE 127. Number of OHSP Enrollees at the Beginning and Most Recent SY, by Gender* (Don Pablo Lorenzo Memorial High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2005-2006			20
2012-2013	383	466	849

*Data from 2007 to 2012 was not provided by the school.

Reasons for OHSP

The main reason for initiating the OHSP was to address its problem of high drop-out rates, and to prevent any students-at-risk of dropping out (SARDOs) from increasing these rates. On the other hand, students in the OHSP of Don Pablo Lorenzo MHS opted to attend the program because they were either poor or were working students.

Success Stories

The school pointed out that one of its success stories is that the number of OHSP students grew from 20 to 849 students after eight years of DORP and OHSP implementation, being assisted by 62 teacher-facilitators.

As the number of OHSP enrollees increased, the number of OHSP graduates likewise increased. From 2008 to 2012, the number of OHSP graduates in Don Pablo Lorenzo MHS rose from 94 to 191. There was a total of 562 OHSP graduates during the same period (**Table 128**).

On the other hand, the school drop-out rate declined from 5.55 percent in SY 2008-2009 to 1.67 percent in SY 2011-2012. This decrease was attributed to the implementation of OHSP (**Table 129**).

**TABLE 128. Number of OHSP Graduates from 2008 to 2012
(Don Pablo Lorenzo Memorial High School)**

SCHOOL YEAR (SY)	MALE GRADUATES	FEMALE GRADUATES	SUB-TOTAL OHSP GRADUATES
2008-2009	36	58	94
2009-2010	58	65	123
2010-2011	70	84	154
2011-2012	86	105	191
Total OHSP Graduates	250	312	562

**TABLE 129. Simple Dropout Rate from 2008 to 2012
(Don Pablo Lorenzo Memorial High School)**

SCHOOL YEAR (SY)	DROP-OUT RATE (IN PERCENT)
2008-2009	5.55
2009-2010	5.80
2010-2011	1.63
2011-2012	1.67

Best Practices

FGD participants in Don Pablo Lorenzo MHS cited a number of activities that they considered some of their best practices in OHSP implementation.

- Capability-Building for School Head and Teachers.** In 1998, the DepEd Division Office of Zamboanga City called the school principal, selected teachers, and student leaders, to join officials from DepEd Central Office in a distance learning program training for the purpose of creating a framework for ADM. In 2000, selected teachers attended a training program for distance education in Australia. In 2004, in view of its trained teachers, adequate facilities, and child-friendly environment, the school was selected to participate in the pilot implementation of OHSP in Region 9. Inclusion of the school in the list of 100 schools with high drop-out rates chosen for this trial run was a major factor for offering the program.
- Support of OHSP Teacher-Facilitator.** OHSP teacher-facilitators were sensitized to the difficult situations of OHSP students. This led them to be always watchful of OHSP learners who may need help. Students who suffered from traumatic experiences and severe crises were provided with psycho-social support and referral services by teacher-facilitators. One student who had a facial tumor was given the necessary surgery through linkages made by the ADM coordinator and the OHSP teacher-facilitators.

- **System of Lending and Retrieving Modules.** With a large number of OHSP students needing copies of the modules, a system was developed to track the lending and retrieval of modules. By indexing modules, the OHSP administration was able to monitor the submission of modules. In addition, an organization of OHSP students assisted in keeping track of students who had been issued copies of the modules.
- **Improved Learning Environment.** OHSP students of Don Pablo Lorenzo MHS were provided adequate learning environment when a two-storey building was constructed for their exclusive use. They were also able to use the computer laboratory, although it did not yet have internet connection at that time.
- **Advocacy and Promotion Activities.** In 2005, the school promoted the program through a motorcade, distribution of flyers, and interviews with local media.

■ Accomplishments

- In terms of OHSP policy on compensation for OHSP teaching staff, teachers who were willing to meet OHSP students on Sundays were given service credits in return.
- Three years ago, teacher-facilitators reviewed the modules and made adaptations so that they would be appropriate for self-paced learning and for OHSP learners whose level of comprehension may be lower than expected. Moreover, content of modules were adopted from textbooks that were already used in regular classes.
- Students were admitted into the OHSP after passing the Independent Learning Readiness Test (ILRT) and the interview. In addition, working students brought certificates of employment. They were encouraged to comply with the requirements within the school year and finish high school within six years. Their progress was being tracked through their grades.
- Assessment and grading criteria for OHSP learners were the same as those for the regular high school students. The OHSP students in this school took the National Achievement Test (NAT), even though the National Educational Testing and Research Center (NETRC) exempted them from the examination.

Issues

- FGD participants in Don Pablo Lorenzo MHS raised some issues regarding the implementation of the OHSP. One such issue was the part-time assignment of OHSP teacher-facilitators. Their teaching load under the OHSP was an addition to their teaching load in the regular high school program. They were not being properly compensated for their services other than what they received for their regular teaching load. In addition to this, overloaded teachers did not have time and energy to provide the support that OHSP students required.
- Another issue that FGD participants mentioned was the insufficient number of copies of modules for use of OHSP students.
- The school lacked internet connection which OHSP teacher-facilitators and students could have used for instruction and communication. At present, OHSP teacher-facilitators followed up on students through text or short message service (SMS). They planned to set up a social media account to facilitate communications with the students.
- In addition, the school has yet to develop a system of tracking OHSP graduates. In particular, this system should be able to determine if OHSP graduates have pursued college education, or are working locally or overseas.

Suggestions for Improvement of OHSP

During the FGD, participants enumerated their suggestions to improve the OHSP implementation.

- Apply online instruction in the OHSP to supplement modular instruction, and to accommodate students who cannot attend weekly class meetings.
- Assign a full-time OHSP teacher-facilitator who can focus their attention in attending to OHSP students' needs.
- Provide OHSP funds directly to the school implementers to fast-track OHSP implementation. Upgrade the school facilities and equipment.
- Conduct regular OHSP conferences so that the implementers could discuss issues and concerns and address them in the soonest possible time. Train the OHSP teacher-facilitators to handle SHS and to qualify for teaching by getting a National Certification (NC) from TESDA.

- Increase contact or consultation time from weekly to twice a week schedule so that questions and concerns of OHSP students can be adequately addressed.
- Provide some consideration when OHSP learners are tardy for school meetings. Specifically, allow late comers to enter the school and attend weekly meetings.
- Develop a set of modules for the OHSP to be responsive under the new SHS Program. Theories can be provided through modular approach; hands-on and practical application, through face-to-face instruction.

Parang National High School, Parang, Maguindano

Background

Parang National High School (NHS), located in Parang, Maguindanao, offered the OHSP beginning SY 2006-2007. In SY 2012-2013, the school had only two OHSP enrollees, both of whom were female students (Table 130). This number is equivalent to 0.11 percent or 2 out of 1,684 total number of students in the school.

TABLE 130. Number of OHSP Enrolees from 2006 to 2013, by Gender (Parang National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	3	2	5
2009-2010	4	3	7
2010-2011	4	1	5
2011-2012	1	0	1
2012-2013	0	2	2

Reasons for OHSP

The school initially offered the OHSP as a means of mitigating the onset of student drop-outs and of helping students-at-risk of dropping out (SARDOs) to stay in school.

Success Stories

One success story in Parang NHS was that a total of 10 students have already graduated under the OHSP from 2008 to 2013 (Table 131). Some of the OHSP students that have graduated were able to enroll in college. On the other hand, one of the OHSP students won in a make-up artist competition at the Division level in 2010.

TABLE 131. Number of OHSP Graduates from 2008 to 2013 (Parang National High School)

SCHOOL YEAR (SY)	MALE GRADUATES	FEMALE GRADUATES	SUB-TOTAL OHSP GRADUATES
2008-2009	1	1	2
2009-2010	2	1	3
2010-2011	2	0	2
2011-2012	1	0	1
2012-2013	0	2	2
TOTAL OHSP GRADUATES	6	4	10

The school's drop-out rate also declined through time as a result of OHSP implementation. The school's dropout rate continually decreased from 9.83 percent in SY 2008-2009 to only 3 percent in SY 2011-2012 (Table 132).

**TABLE 132. Dropout Rate from 2008 to 2012
(Parang National High School)**

SCHOOL YEAR (SY)	DROPOUT RATE (IN PERCENT)
2008-2009	9.83
2009-2010	9.16
2010-2011	8.95
2011-2012	3.00

Best Practices

The following are some of the best practices implemented by Parang NHS for its OHSP.

- **Capacity-Building for School Head and OHSP Teachers.** The OHSP teacher-facilitators participated in seminars sponsored by the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project. In May 2006, they attended a workshop for the implementation of Project EASE.
- **Use of EASE Modules as Learning Materials.** The OHSP teacher-facilitators made use of the EASE Modules as instructional materials. They were very satisfied with these materials because students learned a lot from them. Moreover, instructions were easy for students to understand and follow.
- **Adoption of Various Learning Techniques.** Teacher-facilitators of Parang NHS made use of various learning strategies for OHSP students, including guided instruction, individualized instruction, flexible learning/blended learning, group/cooperative learning, and process-oriented activities (e.g., problem solving, project-based learning, etc.). The choice of which strategy should be used depended on the competencies and readiness of students.
- **Enhanced Learning Environment.** OHSP students in the FGD felt that they had been given an improved learning environment because they were able to access various learning facilities in school. These facilities included the science laboratory, the math laboratory, the industrial education workshops, the computer laboratory, and the library.

- **Extensive Advocacy and Promotion.** The school head and the OHSP teacher-facilitators conducted information dissemination in different barangays in the Municipality of Parang. They also provided orientation on the OHSP-Project EASE Program to elementary school principals, the LGU, and the NGOs to raise awareness of these stakeholders and to gain their support for the program.

Accomplishments

- Regarding compensation policy on OHSP, teacher-facilitators who had excess teaching load were granted vacation service credits by the school head.
- The school allotted PhP23,520 out of its PhP1.176M annual MOOE budget for the implementation of the OHSP.
- Parang NHS used the learner's progress, academic reports, and testimonials from parents and teacher-facilitators as methods for monitoring and evaluation of the success of the OHSP.
- OHSP students in Parang NHS were assessed in several ways. First, upon application to the OHSP, learners' development needs were examined. Pen-and-paper tests, performance assessment, and self-tests or self-assessments were used to find out how OHSP students were faring in the program.

Issues

FGD participants in Parang NHS mentioned two issues regarding the implementation of the OHSP. One was the insufficiency of funds for OHSP implementation, even with the budget allocation from the school MOOE. The other was the lack of a systematic tracking system to monitor OHSP graduates. Such system would have been useful in finding out if graduates had continued with their college education, or were gainfully employed locally or overseas.

Suggestions for Improvement of OHSP

A few suggestions for DepEd were brought out by key informants during the interview:

- Provide sufficient funds for the full implementation of the OHSP.
- Develop a systematic tracking system for OHSP to help monitor the progress of OHSP graduates.

Amir Bara Lidasan National High School, Parang, Maguindanao

Background

Amir Bara Lidasan National High School (NHS), located in Parang, Maguindanao, began implementation of the OHSP in SY 2007-2008, with three OHSP enrollees, one male student and two female students. In SY 2012-2013, there were three OHSP enrollees, including two male students and one female student (**Table 133**). This number represented 0.27 percent of the 1,105 total number of students in the school.

TABLE 133. Number of OHSP Enrolees from 2007 to 2013, by Gender (Amir Bara Lidasan National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2007-2008	1	2	3
2008-2009	2	4	5
2009-2010	5	4	9
2010-2011	1	2	3
2011-2012	2	3	5
2012-2013	2	1	3

Reasons for OHSP

The school offered the OHSP initially to mitigate the incidence of high school dropouts and to help students-at-risk of dropping out (SARDOs) complete their secondary education. The school's drop-out rate increased from 5.97% in SY 2008-2009 to 6.78% in SY 2009-2010. It also rose from 2.98% in SY 2010-2011 to 7.33% in SY 2011-2012.

Most students enrolled under the OHSP because they were facing various kinds of difficulties that threatened their attendance at regular high school classes. OHSP students in Amir Bara Lidasan NHS faced difficulties due to poverty, work schedule, teenage motherhood, overage, and conflict situations.

Success Stories

One of the school's success stories was having had seven OHSP graduates from 2007 to 2013 (**Table 134**). After graduation from the OHSP, the students actually pursued tertiary education. Some of them found work abroad to help families affected by financial problems. Other OHSP graduates convinced out-of-school youth to finish secondary education through the OHSP.

**TABLE 134. Number of OHSP Graduates from 2007 to 2013
(Amir Bara Lidasan National High School)**

SCHOOL YEAR (SY)	NUMBER OF OHSP GRADUATES
2007-2008	2
2008-2009	0
2009-2010	2
2010-2011	0
2011-2012	1
2012-2013	2
TOTAL	7

■ Best Practices

The following are some of the OHSP best practices in Amir Bara Lidasan NHS.

- **Capacity-Building for OHSP Teachers.** In May 2007, the Bureau of Secondary Education in cooperation with the DepEd Division Office and DepEd Regional Office conducted a training workshop on EASE and the OHSP in order to help raise the awareness of school personnel and to develop competencies of OHSP teacher-facilitators.
- **Learning Techniques.** Teacher-facilitators applied various learning strategies such as face-to-face/guided instruction, individualized instruction, and distance learning depending on the needs and the competencies of OHSP students.
- **Learning Materials.** Various instructional materials such as OHSP modules, EASE modules, and printed textbooks and workbooks were used to deliver instruction and to enhance knowledge and competencies of OHSP students.

■ Accomplishments

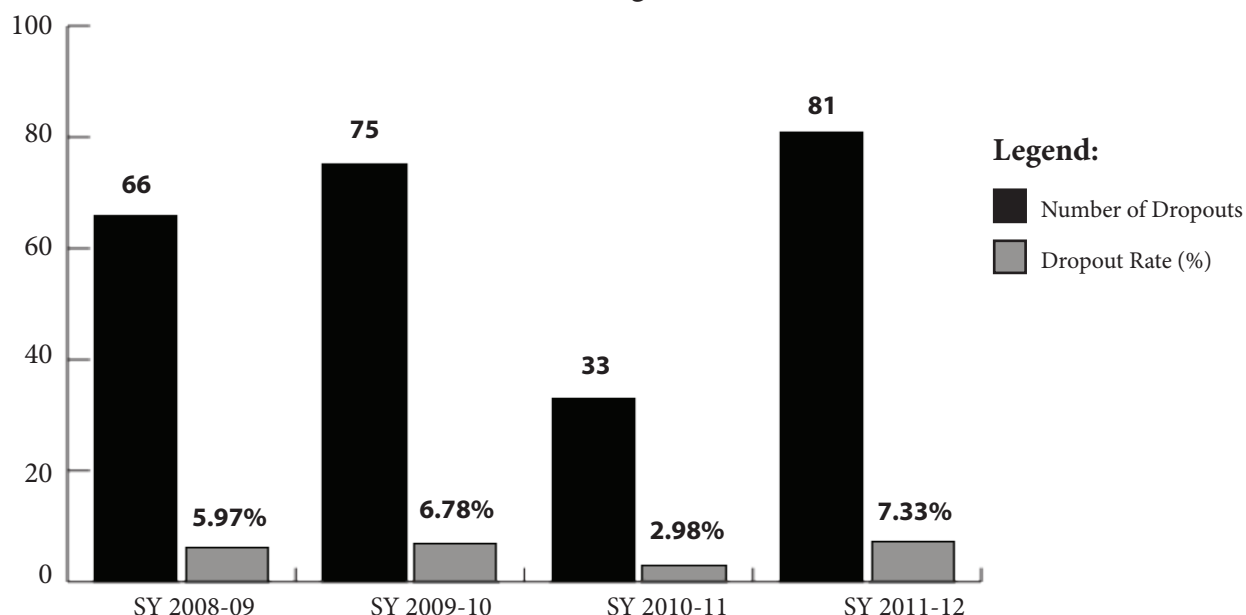
- The school coordinated with the local government unit (LGU), particularly the barangay officials and the purok leaders to advocate and promote the OHSP. The school also conducted information dissemination during PTA general assemblies. Announcements about the OHSP were also made in churches.
- Monitoring and evaluation of the OHSP were conducted in Amir Bara Lidasan NHS by assessing OHSP students. Learner's progress and academic reports, and testimonials from learners, parents, school head, and teachers were sources of information. The school conducted its own evaluation of OHSP on an annual basis and the results were integrated in the School Improvement Plan (SIP).

A separate report on OHSP indicators was submitted to the DepEd Division Office every year.

Weaknesses

- While seven students have graduated from the school's OHSP from 2007 to 2013, the program has not been able to address the continuing increase in the number of drop-outs. The school's drop-out rate had increased from 5.97 percent (or 66 dropouts) in 2008 to 7.33 percent (or 81 dropouts) in 2012 (Figure 37).

FIGURE 37. Number of Dropouts and Simple Dropout Rate (Amir Bara Lidasan National High School)



- One reason for this increase in drop-outs is the school's insufficient budget for OHSP implementation. The school had not allocated funds from their MOOE for the OHSP operations.
- Another weakness of the OHSP in Amir Bara Lidasan NHS was the lack of facilities for OHSP use. Students gather in the guidance counselor's office for weekly meetings. Other school facilities such as science laboratory, home economics room, industrial education workshops, and library were not accessible to the OHSP students.

- After an initial assessment of the learners' development needs upon enrollment, the school followed OHSP students' progress through traditional pen-and-paper tests and through performance assessment.

■ Issues

- FGD participants in Amir Bara Lidasan NHS named two issues regarding OHSP implementation. First, classrooms and other school facilities (e.g., science laboratory, home economics room, industrial education workshops, and library) were not accessible to OHSP students.
- Second, some parents were not interested in their children's completion of secondary education. Teacher-facilitators expressed that it was difficult for them to implement the OHSP if the parents themselves did not give their full support to the success of their children and of the program.

■ Suggestions for Improvement of OHSP

Proposals for improving the OHSP implementation surfaced during the FGD session.

- Provision of sufficient budget for OHSP implementation by the government or more specifically the DepEd.
- Module enrichment by including situational activities and exercises.
- Ensuring classrooms and other schools facilities (i.e., science laboratory, home economics room, industrial education workshops, and library) are made accessible to the OHSP students.
- Expand OHSP implementation to all secondary schools of the country to minimize early marriages, drug addiction, prostitution, and other related problems. Young people who go to school will be dissuaded in these counter productive activities.
- In preparing to adopt the OHSP to the K to 12 Education Program, provide capability building training programs to OHSP teacher-facilitators.
- Provide financial and technical assistance to the school management to help sustain OHSP implementation in the school.

Bangao National High School, Buguias, Benguet

Background

Bangao National High School (NHS), located in Buguias, Benguet, first offered the OHSP in SY 2008-2009. The school started with 56 OHSP enrollees, 24 of whom were males and 32 females. In SY 2012-2013, there were 44 OHSP enrollees, with 25 males and 19 females (Table 135). This number is equivalent to 13.17 percent (or 44 out of 334 total number) of students in the school.

**TABLE 135. Number of OHSP Enrolees from 2008 to 2013, by Gender
(Bangao National High School)**

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	24	32	56
2009-2010	40	28	68
2010-2011	24	20	44
2011-2012	15	20	35
2012-2013	25	19	44

Reasons for OHSP

The OHSP was initiated in order to address the problem of increasing number of drop-outs and to help the students-at-risk of dropping out (SARDOs). In SY 2005-2006, for instance, the drop-out rate was 4.85 percent or 12 dropouts out of 247 enrollees.

Students enrolled under the OHSP because they found it difficult to go to regular high school classes for various reasons, such as financial difficulties, family problems, and distance from school. Thirty-four out of the 44 OHSP students were from far-off places.

Success Stories

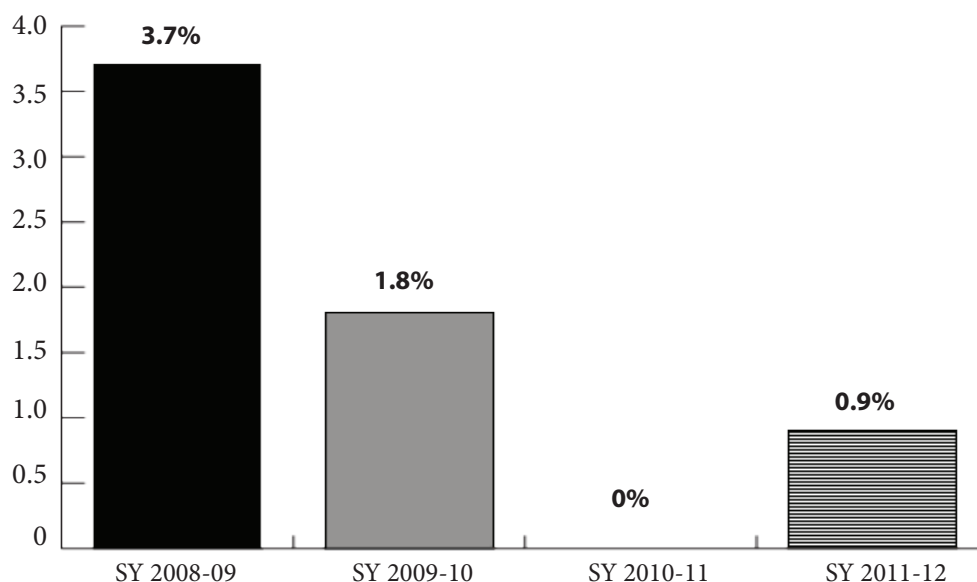
One success story narrated by teacher-facilitators during the FGD was the increase in OHSP graduates from 15 in SY 2011-2012 to 24 in SY 2008-2009 (Table 136). Some of the OHSP graduates were able to go to college (Benguet State University, Mt. Province State Polytechnic College, and San Fernando Maritime School). Others were able to work locally, e.g., front desk officer in a tourist inn, who planned to take a vocational course in tourism to learn knowledge and skills that can be applied to his/her work. Other graduates have found employment abroad, e.g., caregiver in Israel and farmer trainee in Japan under a three-year contract.

**TABLE 136. Number of OHSP Graduates from 2008 to 2013, by Gender
(Bangao National High School)**

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	8	16	24
2009-2010	15	8	23
2010-2011	8	5	13
2011-2012	6	9	15
2012-2013	3	3	6
TOTAL	40	41	81

Interestingly, the school drop-out rate declined from 3.7 percent in SY 2008-2009 to 0.9 percent in SY 2011-2012 because of the OHSP implementation (Figure 38).

**FIGURE 38. Dropout Rate from 2008 to 2012
(Bangao National High School)**



Best Practices

Below are some of the best practices with regard to the OHSP implementation.

- Project SURVIVAL (Save, Uplift, Reform Vulnerable Students by Implementing Varied Alternative Learning).** This intervention program was designed to implement and sustain the school's DORP. School officials and teachers considered this project as a means of saving students from dropping out of school by providing more teacher-developed instructional materials and worksheets, by continuing the use of EASE modules, and by providing the equipment and materials needed to assist the SARDOs.

- The project aimed to accomplish the following objectives: (1) reduce the drop-out rate from 0.9 percent to zero percent; (2) prevent the 53 identified SARDOs from dropping out through the implementation of appropriate interventions; and (3) promote 29 OHSP enrollees to the next higher school level, and enable the Fourth Year enrollees to graduate by March 2013.

The project implemented three interventions, namely: (1) School Initiated Interventions (SII); (2) use of teacher-developed instructional materials (SIMs) and EASE modules; and (3) implementation of the OHSP. The total cost of project was PhP69,425 with funds coming from the SBM grant (PhP50,000), PTA (PhP12,800), MOOE (PhP5,000), and earnings of the school canteen (PhP1,625).

- **Commitment of OHSP Students.** OHSP students were determined to pursue their studies. Most admirable were 85 percent (or 37 out of 44) of OHSP students worked in their vegetable farms before attending the weekly meetings.
- **Support of OHSP Teacher-Facilitators.** OHSP teacher-facilitators were portrayed as very supportive to the students' academic undertaking. They were depicted as being "very approachable" during consultation meetings.
- **Use of EASE Modules and School-Developed Workbooks.** OHSP students and teacher-facilitators of Bangao NHS found the EASE modules and school-developed workbooks to be very helpful instructional materials. These learning materials enabled the students to understand the lessons well.
- **Employers' Support.** Employers of some working students enrolled in the OHSP gave consideration to the academic aspirations of these students. They permitted these students to leave work early to be able to attend their weekly class meetings. Another employer allowed the student to study in the workplace during lull hours.

Accomplishments

- OHSP implementors of Bangao NHS undertook a number of initiatives that assisted them in achieving their goals for the program.
- Teacher-facilitators developed their own workbooks, and used these as teaching-learning materials. The school was able to provide monthly honorarium (PhP7,000 to PhP8,500) for its OHSP coordinator, who was a key person in the implementation of the OHSP. Funds for the honorarium were contributions of the PTA.

- OHSP students were encouraged to conduct group work or form a study group to enable those who were having difficulties to catch up with the lessons. Advocacy with employers of working students was conducted resulting in employers allowing OHSP students to study at the workplace when they finished with their work responsibilities.
- One of Bangao NHS's advocacy and promotion strategies for the OHSP was setting up streamers in public places including sari-sari stores. The program was also promoted through announcements given during PTA meetings, and through referrals of OHSP students themselves.
- OHSP teacher-facilitators received training on ADM conducted by the DepEd Regional and Division Offices. In particular, five teachers of Bangao NHS attended the training activity on the DORP in December 2011.
- Effective school leadership was provided by the principal who motivated teacher-facilitators and provided the school staff direction in the implementation of the OHSP.
- OHSP students are screened through the assessment of their reading competency; through the Family, Individual, Community, and School (FICS) analysis; and through an interview.

Once enrolled, the OHSP students are assessed through their responses in modules, submission and completion of projects, and periodical exams.

- The school implemented a system for recognition and awarding of outstanding OHSP students. Awards were given to those who performed best in English, Filipino, or any other academic subject, provided an average of 90 or above was obtained. In addition, an award was given to the OHSP student who was best in handicraft.
- During the FGD session, the OHSP student recounted taking the National Career Assessment Examination (NCAE) during her Third Year in high school and the National Achievement Test (NAT) in her Fourth Year high school.

Weaknesses

- Among the areas that need strengthening in Bangao NHS was the provision for sufficient number of modules for use of OHSP students. In the past, copies of the modules were lacking, and OHSP students waited for their turn in using of the modules as they applied a trading or “palitan” system to cope with this problem.

- The school had two copies (1 copy original print and 1 photocopy) for each module for each subject from First Year to Fourth Year levels. One complete set of EASE modules was converted to PDF format and these soft copies were saved in a CD given by the DepEd Division ADM coordinator.
- Copies of modules were not enough to be given to OHSP enrollees since there are more than four students per year level for SY 2013-2014 (**Table 137**).

**TABLE 137. Number of OHSP Students from 2013 to 2014
(Bangao National High School)**

YEAR LEVEL	NUMBER OF OHSP STUDENTS
First Year	5
Second Year	8
Third Year	13
Fourth Year	10
TOTAL	36

- To address this weakness, there were plans to reproduce two additional copies of EASE module per subject, and the learning materials of Grade 7 and Grade 8. The Grades 7 and 8 learning materials developed by teacher-facilitators would keep learners abreast of the competencies required in the implementation of the Education K to 12 Program.
- Based on the amount spent (PhP32,800) for reproduction and binding of 640 copies of EASE modules last year, it was projected that the school would need PhP65,600 for the reproduction of two sets of modules and another PhP30,000 pesos for the reproduction of Grade 7 and Grade 8 learning materials and other teacher-developed Strategic Intervention Materials (SIM). For the reproduction of all learning materials, the total budget needed by the school would be PhP95,600.
- Another weakness of the OHSP in this school was the lack of classrooms for weekly consultations and supplemental class sessions.
- The lack of full-time OHSP teachers was also considered a weakness of the program. At the time of the visit, OHSP teacher-facilitators were regular high school teachers who were given teaching load in the OHSP.

- Bangao NHS also needed to evaluate its implementation and examine students' needs and how these needs were being addressed. This matter surfaced when it was observed that very few of the graduates under the OHSP had gone on to college. It seemed that OHSP graduates lacked the confidence that they were prepared to pursue college education.
- Service credits were not awarded to OHSP teacher-facilitators because they rendered service during the required working hours. However, teacher-facilitators reported having difficulty in managing long consultations hours with OHSP students.
- The school has not received funds for ADM implementation. EASE modules were reproduced through a PhP50,000 fund taken from School Based Management (SBM) allocation.
- The learning environment needed improvement. OHSP students did not have their own classroom, hence study sessions were held in the library. In view of this, OHSP students were also given the option to sit in regular classes.

Issues

- One major issue in the OHSP implementation in Bangao NHS was the lack of training of OHSP teacher-facilitators. Until the time of the FGD session, no capacity-building activities had been provided for them. OHSP teacher-facilitators themselves were not sure of the quality of their instruction since they have not had any formal orientation on the OHSP. The school also needed to hire or assign additional teacher-facilitators to the OHSP. The lack of teaching force for the OHSP resulted in failure of teacher-facilitators to allot sufficient time for OHSP students to consult them on their lessons.
- The lack of funds was also a major issue for the OHSP implementation. Financial allocation was needed for reproduction of modules for OHSP learners. The amount of at least PhP95,600 was needed to make enough copies of two sets of modules per subject, Grades 7 and 8 learning materials, and teacher-developed Strategic Intervention Materials (SIM). There was also the need for additional classroom and audio visual facility as a means of improving the learning environment for OHSP students.
- Time allotted for consultation with subject teachers was also not adequate. OHSP students needed more time to meet with teacher-facilitators to discuss difficulties in the lessons.

■ Suggestions for Improvement of OHSP

Several suggestions to enhance the OHSP implementation in Bangao NHS were presented during the FGD:

- Provide training and capacity-building activities for all OHSP teachers preferably by the DepEd National Office.
- Arrange financial support for the reproduction of modules. In particular, an estimated amount of PhP95,600 for the reproduction of two sets of modules per subject, Grades 7 and 8 learning materials, and teacher-developed SIM was required for this matter.
- Hire two additional permanent full-time OHSP teacher-facilitators so that sufficient time for consultations and supplemental instruction can be given to OHSP students.
- Construct/provide one additional 7m x 8m classroom and an audio visual facility for the OHSP students.

Sinipsip National High School, Buguias, Benguet

Background

Sinipsip National High School (NHS), located in Buguias, Benguet, started implementing the OHSP in SY 2008-2009. The school started with 11 OHSP students, 7 of whom were males and 4 females. In SY 2012-2013, there were 15 OHSP enrollees, with 11 male students and 4 female students (Table 138). This number represents 5.08 percent of 295 total number of students in the school.

TABLE 138. Number of OHSP Enrollees from 2008 to 2013, by Gender (Sinipsip National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	7	4	11
2009-2010	12	3	15
2010-2011	4	6	10
2011-2012	8	1	9
2012-2013	11	4	15

Reasons for OHSP

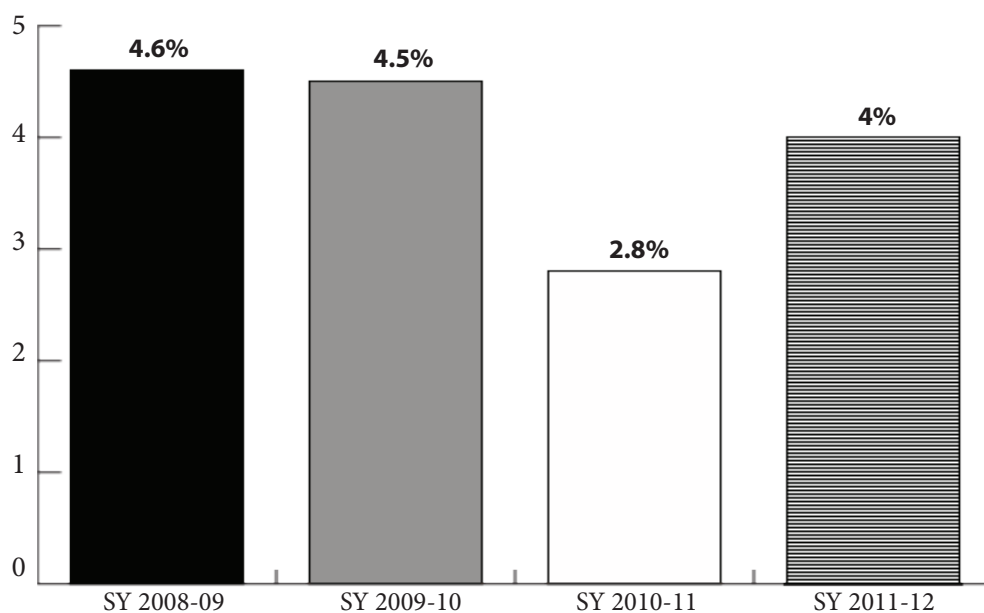
The school opened the OHSP to learners in order to mitigate the incidence of high school drop-outs and to help the students-at-risk of dropping out (SARDOs) continue with their high school education.

Many high school students were deterred from attending the regular high school because of poverty. Poor economic conditions forced parents (and guardians) to send children to work in farms for survival, at the expense of their schooling. Many students were also unable to go to regular school because of distance from school, work duties, early marriage, and vices such as gambling and computer gaming. The OHSP was a feasible option for these students.

Success Stories

For the OHSP in Sinipsip NHS, one of the notable stories with respect to OHSP implementation was the decrease in the number of drop-outs over time. From SY 2008-2009 to SY 2011-2012, the school's dropout rate declined from 4.6 percent to 4 percent (Figure 39).

**FIGURE 39. Dropout Rate from 2008 to 2012
(Sinipsip National High School)**



More students were able to complete their high school education through the OHSP. Some of the graduates were able to take short technical-vocational courses such as automotive repair and maintenance, tailoring, and hair science at the Baguio School of Technology and at the La Trinidad Valley Institute of Technology. One OHSP graduate found a job as a welder in Canada.

Best Practices

Some of the best practices that the school engaged in are described below.

- **Teacher-Facilitator Support for OHSP Students.** OHSP teacher-facilitators in Sinipsip NHS were supportive of their students. They provided extra time and effort to help students understand their lessons.
- **Use of EASE Modules and Textbooks as Instructional Materials.** The EASE modules were found to be useful by OHSP students just as regular students did. The students found them comprehensible and feasible. Textbooks were sometimes used when these modules were lacking.
- **Positive Attitude of OHSP Students.** OHSP students were described by teacher-facilitators as having a positive attitude towards their studies. They appeared eager to learn and willing to work hard to finish their modules as to avoid delay in their moving on to the next modules.

- **Advocacy and Promotion Activities.** Orientation on the OHSP guidelines was given to school visitors who made inquiries about the program. In addition, information and updates on the OHSP were announced during flag ceremonies.
- **Budget Allocation.** The OHSP was able to get PhP50,000 annually from the School Based Management (SBM) funds for the reproduction of modules for the OHSP students.
- **Tracking Learners' Progress.** Students were asked to submit their report cards prior to enrollment. They were also interviewed to find out their suitability for the program. Students and parents signed a learner's agreement stating their roles and responsibilities under the program.

Weaknesses

One of the things that Sinipsip NHS had not developed yet was the procedure for recognizing and awarding outstanding students under the OHSP. Another matter that had to be arranged was the provision of vacation service credits to OHSP teacher-facilitators who rendered overtime work to provide student consultation time.

Issues

- One major issue cited by FGD participants of Sinipsip NHS was the absence of permanent full-time OHSP teacher-facilitators who could meet OHSP students and give them longer time for consultation. Another issue was the lack of orientation and training for OHSP teacher-facilitators which made it difficult for them to work under the flexible learning conditions of the OHSP. Their insufficient understanding of the program caused some confusion on how to fulfill their roles as teacher-facilitators under the OHSP.
- FGD participants also mentioned that there were not enough modules for 15 OHSP students. Some of the old modules had been destroyed, and only 200 modules were available for use. Teacher-facilitators estimated that they would need PhP12,000 to PhP30,000 for the reproduction of 289 modules.
- Participants in the FGD also noted the need to adopt a systematic assessment tool for the OHSP applicants prior to enrollment. This would help them determine whether applicants were guided learners or independent learners so that the appropriate assistance could be given to each learner.
- Lastly, it was acknowledged by school personnel that OHSP indicators were not made part of school data submitted to the DepEd for the enhanced Basic

Education Information System (e-BEIS). Such indicators would have made it clearer for them to see what necessary improvements were needed in the implementation of the OHSP.

■ **Adapting/Aligning OHSP with K to 12 Program**

Representatives of OHSP stakeholders present in the FGD in Sinipsip NHS affirmed that the OHSP was needed for the SHS Program of the newly installed K to 12 education curriculum. The school head and teacher-facilitators believed that the OHSP could be applied to at least the academic requirements of the SHS levels.

■ **Suggestions for Improvement of OHSP**

Responses to interview questions during the FGD elicited a number of suggestions to increase the effectiveness of OHSP implementation.

- Hire a permanent full-time OHSP teachers to provide the kind of attention needed by OHSP students.
- Come-up with a common schedule of consultations to be agreed upon by both OHSP students and subject teacher-facilitators, and strictly followed to minimize arbitrary consultations that create unnecessary burden to teacher-facilitators.
- Provide the OHSP teacher-facilitators with capacity-building seminars and training on the rules and regulations in OHSP implementation, DepEd administrative issuances related to the program, and the guidelines on the ADMs/FLOs to help raise their awareness and enhance their skills in teaching under the OHSP.
- Provide DepEd funds for the reproduction of additional modules for OHSP students. It was estimated that the school would need Php12,000 to 30,000 for reproduction of 289 modules.
- Availability of learning materials or modules in CD-ROM format for easy storage and retrieval of files so that the materials can be shared with OHSP students who have access to desktop computers.
- Develop appropriate assessment tools for applicants to the OHSP prior to enrollment. Distribute copies of the Independent Learning Readiness Test

(ILRT), Informal Reading Inventory (IRI), and sample reading passage as contained in the Open High School System Manual Rules and Regulations to the designated OHSP assessment staff.

- Develop and implement a specialized orientation program for OHSP students in a standardized manner.
- Construct/set-up classroom so that OHSP students can have their own place in the school where they can study and receive supplemental instructions.
- Provide financial support in the form of transport subsidy for the OHSP students to ensure their attendance at weekly meetings.
- Specify the procedures for compliance with DepEd Order 44 s. of 2012 in providing recognition and award for outstanding OHSP students. This will help motivate the OHSP students to study well.
- Include the OHSP indicators in the school annual report to the e-BEIS.
- Develop appropriate learning materials for SHS using the OHSP delivery platform.
- Provide capacity-building training for OHSP teachers particularly to those who will be teaching in the SHS Program.

Ferrol National High School, Ferrol, Tablas, Romblon

Background

Ferrol National High School (NHS), located in Ferrol, Tablas, Romblon, began its implementation of the OHSP in SY 2008-2009. The school had six OHSP enrollees as of SY 2012-2013, with five male students and one female student (**Table 139**).

TABLE 139. Number of OHSP Enrolees from 2008 to 2013, by Gender (Ferrol National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2008-2009	7	13	20
2009-2010	1	2	3
2010-2011	2	3	5
2011-2012	4	0	4
2012-2013	5	1	6

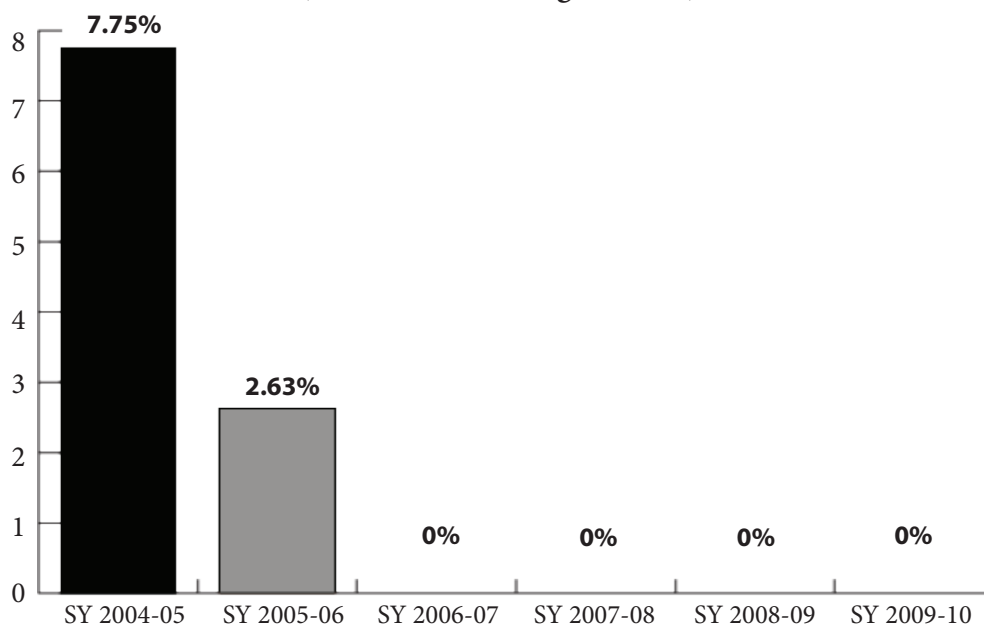
Reasons for OHSP

The school opened the OHSP because of various problems faced by students including conflict with work schedules, early pregnancy, family problems, incest (i.e., four female OHSP students were victims of the same rapist). OHSP was also introduced in the school because its students had performed poorly in the reading comprehension test for three consecutive years.

Success Stories

One of the notable achievements of the OHSP implementation in Ferrol NHS was the decrease in drop-out rate from 7.75 percent in SY 2004-2005 to zero percent for four consecutive years from SY 2006-2007 to SY 2009-2010 (**Figure 40**).

**FIGURE 40. Dropout Rate from 2004 to 2010
(Ferrol National High School)**



In 2008, out of eight OHSP students, one (12.5%) was able to complete the academic requirements and consequently graduated from high school. By 2009, the school was awarded as the best in OHSP implementation among 10 OHSP-implementing schools in the Division.

In October 2012, two OHSP graduates found work in Iloilo, one as a painter and the other one in a shipyard. The latter could not participate in the graduation ceremony because he was immediately called to work in an Iloilo-based shipping company. Another one, a female OHSP graduate, married a German national while working in a tourist spot.

Best Practices

Ferrol NHS had many best practices that are worth mentioning.

- **Strict Monitoring and Evaluation of OHSP Students.** The school closely monitored and evaluated OHSP students to ensure that they were able to complete their academic requirements and that they advanced in their academic goals. One strategy that the school used was conducting home visitations for students who did not report to school and return the modules one month after the modules were issued to them.

- **Capacity-Building of ADM Coordinator and Guidance Counselor.** Another effective practice of the school was ensuring that the OHSP personnel were prepared to implement the program. Specifically, the ADM coordinator and guidance counselor were sent for training in 2008 at the DepEd Division Office on the ADM and OHSP implementing guidelines.

■ Accomplishments

- One of the major accomplishments of the school was conducting a series of assessment and planning meetings to develop its School Improvement Plan (SIP). This resulted in the crafting of a project called FERROL, which the school implemented for a period of four years. The project directed teachers to focus instruction on the problems or difficulties of students. An evaluation of the project revealed an increase in NAT rating.
- The school also introduced innovation on the instructional materials for OHSP students. Specifically, OHSP teacher-facilitators developed and enriched the workbooks in math and English.
- The school had good landscaping around the school buildings which created an environment conducive to learning even if there was shortage of classroom for OHSP learners.
- Strong advocacy and promotion for the OHSP was carried out through home visitation, orientation with students and parents, and dialogues with parents. By conducting these activities, school personnel were able to reach out to the community to raise awareness of the OHSP among students and their parents.

■ Weaknesses

- One weak area of the OHSP in the school was the lack of a designated classroom for OHSP students. The school head planned to use the OHSP faculty room as OHSP classroom.
- Another weak area was the teaching assignment of OHSP teacher-facilitators. OHSP teacher-facilitators were overloaded because they were given teaching load with OHSP students on top of their teaching load in the regular high school. On weekends, they were asked to conduct home visitations.
- Another weakness of the OHSP in the school was socio-cultural in nature. OHSP teacher-facilitators noted that parents in the community were not keen on having their children complete their high school education. Getting a high

school diploma did not seem to be a priority for parents. This attitude may have been a consequence of poverty. Instead, the most important matter for families was having children who will help in farming activities. In particular, education for female children was not valued because girls were expected to marry early.

■ Issues

One issue identified by participants in the FGD was the insufficient copies of modules. Another issue was the lack of capacity-building training for OHSP teacher-facilitators on OHSP guidelines, the new ADM/FLO guidelines, and management of module to distribution and collection/retrieval from students.

■ Adapting/Aligning OHSP with K to 12 Program

Teacher-facilitators of Ferrol NHS confirmed the applicability of the OHSP for the SHS Program. However, because the main economic activity in the community was fishing, the SHS curriculum may have to be adjusted to suit this means of livelihood. In addition, the school can explore partnerships with government and private institutions and industries in offering specialized skills training related to other prospective employment for SHS graduates outside the community.

■ Suggestions for Improvement of OHSP

FGD participants presented a few suggestions to increase the effectiveness of the OHSP.

- Provide additional funds for the reproduction of modules for OHSP students.
- Organize capacity-building training for the OHSP teachers on OHSP guidelines, the new guidelines on the ADMs/FLOs, and how to develop and enrich modules and workbooks.
- Prepare for the SHS of the K to 12 Program by providing learning materials appropriate for OHSP.
- Train the OHSP teacher-facilitators who will be assigned to the OHSP on how to teach SHS academic subjects and career pathway subjects.
- Provide/formulate a policy so that learning materials appropriate for OHSP in relation to the SHS Program will be developed.

Odiongan National High School, Odiongan, Tablas, Romblon

Background

Odiongan National High School (NHS), located in Odiongan, Tablas, Romblon, first provided OHSP in SY 2011-2012. The school had 84 OHSP enrollees as of SY 2012-2013, including 61 males and 23 females (**Table 140**). This number was equivalent to 5.59 percent, or 84 out of 1,504 total number of students in the school.

TABLE 140. Number of OHSP Enrolees from 2012 to 2013, by Gender (Odiongan National High School)

SCHOOL YEAR	MALE	FEMALE	TOTAL
2012-2013	61	23	84

The school's OHSP coordinator recalled that the school started with 135 SARDOs. Six of these students were PEPT passers. Twenty-one students took the ALS-A&E equivalency test but did not pass. Two students were able to graduate because they were permitted to continue with their high school education through the OHSP. Nine other students moved to more developed areas like Manila and Batangas, or else returned to their homes in the mountains to do farming.

Reasons for OHSP

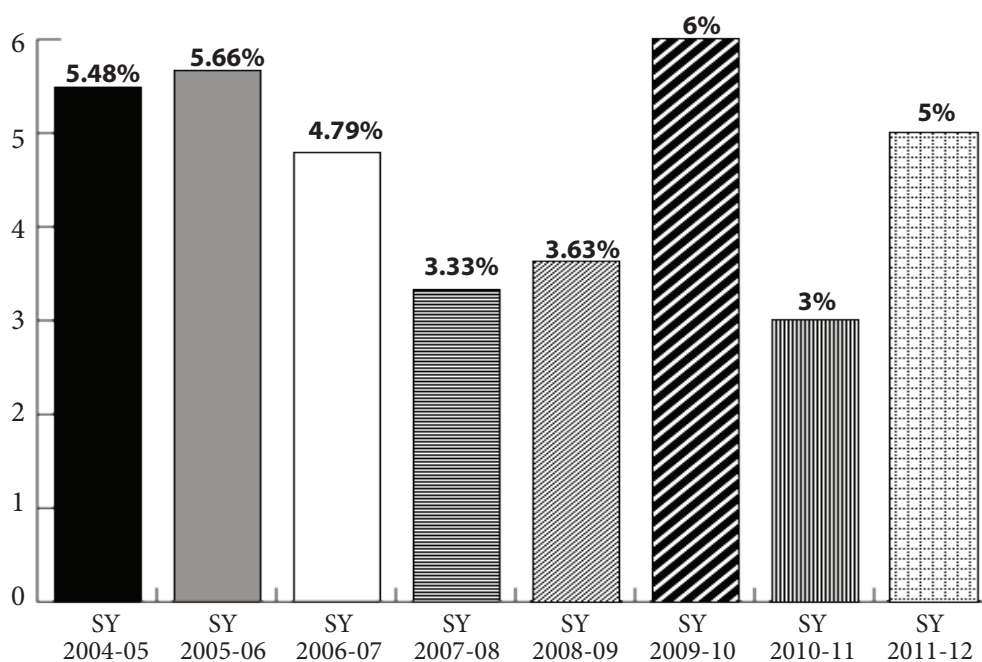
Odiongan NHS offered the OHSP to mitigate the incidence of drop-outs and to help the SARDOs in their community. Students enrolled under OHSP mainly because of poverty, distance between home and school, and early marriage. These conditions prevented them from attending regular high school on a daily basis.

Success Stories

One success story reported by FGD participants in Odiongan NHS was the 61.9 percent increase in number of OHSP enrollees, from 32 OHSP students in SY 2011-2012 to 84 OHSP students in SY 2012-2013 (**Table 140**).

School personnel also related the school's declining drop-out rate due to OHSP implementation. High drop-out rates usually between 4.79 and 6 percent, was last observed in 2012. In 2008, 2009, and 2011, the school noted declining drop-out rates ranged from 3.00 to 3.63 percent (**Figure 41**).

**FIGURE 41. Dropout Rate from 2004 to 2010
(Odiongan National High School)**



In SY 2012-2013, out of 16 OHSP students, 11 (68.75%) graduated from the program. These included four original OHSP students and seven regular students who were placed under the OHSP during deliberations held in February 2013. The remaining five students who did not graduate were also former regular students placed under the OHSP only during the last two months of the school year.

Best Practices

- One of the best practices implemented by the school was the consistency in following the schedule in conducting class meetings. OHSP classes were held on Mondays for the entire day for all OHSP students. All students were taught the same lessons such that there were days when they discussed lessons for First Year students, and days when the lessons for fourth year students were explained. In general, OHSP students found the OHSP topics easy to understand, particularly those in math and in TLE.
- Another strength of the school was having a competent and committed school head and the OHSP teacher-facilitators.
- The school was also fortunate to receive support from various stakeholders. For instance, a congressman provided scholarship grants for four elementary school valedictorians, and financial support in the form of a monthly allowance of PhP1,000 for three “Bahay-Buhay” OHSP students. The same congressman allocated PhP100,000 for a livelihood program for the Bahay-Buhay beneficiaries.

- The “A-Teacher Party List” gave support to the School Intervention Initiative (SII) and Scholarship Program for indigent students. The provincial governor also sponsored 64 scholarship beneficiaries.
- Lastly, another effective practice was the combined use of both EASE and ALS modules. The school pointed out that the ALS modules were “stop gap” instructional materials, and that there were similarities between the two sets of modules.

■ Accomplishments

FGD participants in Odiongan NHS named a number of innovations with respect to OHSP implementation.

- **Bahay Buhay Project.** This project was a Student Intervention Initiative (SII) which provided housing within the school premises for students whose homes were very far from the school.
- **Adopt-a-Student Program.** This program involved teachers providing financial and additional support for OHSP students.
- **Environmental Camp.** This initiative was conducted by the Boy Scouts with the support of the school principal and the school division superintendent for the purpose of determining the actual community situation in Sitio Aurora, Brgy. Aurora, one of the poorest and farthest areas in Odiongan, Tablas, Romblon.
- **OHSP Advocacy.** The major strategies for advocating for and promoting the OHSP were conducting orientation with students and parents, and making referrals for specific students who were considered to be suitable for the program.

■ Weaknesses

- The most serious weakness of the OHSP in Odiongan NHS was the lack of a classroom for OHSP learners. At the time of the FGD, OHSP learners used an open-air pagoda for class meetings.
- The amount of money allocated by the school from its MOOE for reproduction of modules was not sufficient.

- Its monitoring and evaluation system, a necessary mechanism for improving and sustaining OHSP implementation, is in need of improvement.

■ Adapting/Aligning OHSP with K to 12 Program

Teacher-facilitators acceded that the OHSP was applicable to the SHS Program, as there would be students who would benefit from it.

■ Suggestions for Improvement of OHSP

Interview responses of FGD participants brought out some ideas on how to enhance the OHSP implementation in the school.

- Include the OHSP in the performance target of the principal and in the School Improvement Plan (SIP) so that schools implementing the program will seriously take its management and evaluation.
- Provide continuous training and seminars on OHSP guidelines, the new guidelines on ADMs/FLOs, and administration of the modules.
- Make financial support available for the reproduction of modules. In particular, repackage the 18 modules per subject to 4 or 5 modules per subject every quarter to help teachers monitor and retrieve them.
- Sustain all projects and programs initiated in connection with OHSP implementation.
- Develop and provide appropriate learning materials for the new SHS curriculum implementation by SY 2016.

REFERENCES

- Department of Education. (2005). *Open High School System (OHSS) Manual of Rules and Regulations*. Pasig City: Bureau of Secondary Education (BSE), Department of Education.
- Department of Education. (2010). *Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools*. Pasig City: Department of Education.
- Department of Education. (2011). *Granting of Vacation Service Credits to Teachers Implementing Dropout Reduction Program (DORP) and Open High School Program (OHSP)*. Pasig City: Department of Education.
- Department of Education. (2011). *Guidelines on the Conduct of Child Friendly School System-Alternative Delivery Mode (CFSS-ADM) Regional and Division Training at the Secondary Level*. Pasig City: Department of Education.
- Department of Education. (2011). *Policy Guidelines on the Utilization of Funds for Alternative Delivery Modes (ADMs) in Formal Basic Education*. Pasig City: Department of Education.
- Department of Education. (2012). *Offering of the Honors Program in the Open High School (OHS)*. Pasig City: Department of Education.
- Department of Education. (2012). *Policy Guidelines on the Implementation of Alternative Delivery Modes (ADMs)*. Pasig City: Department of Education.
- Department of Education. (2013). *Final Draft Guidelines in the Implementation of the Flexible Learning Options*. Pasig City: Department of Education.
- Department of Education. (2013). *Draft Guidelines on Implementing the Flexible Learning Options (FLOs)*. Pasig City: Department of Education.
- Senate Bill No. 2277. An Act Establishing the Open High School System in the Philippines and Appropriating Funds Therefore. September 2014.



Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation and Technology
Commonwealth Avenue, Diliman, Quezon City 1101 Philippines
Tel. (+632) 9247681 to 84 • Fax: (+632) 9210224
www.seameo-innotech.org

ISO 9001 & 29990 CERTIFIED