



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region X
DIVISION OF MISAMIS ORIENTAL
Cagayan de Oro City




November 18, 2014

DIVISION MEMORANDUM

No. *281*, s. 2014

TO : Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
All Open High School Teachers

From : 
CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent

Re: Information on SEAMEO INNOTECH RESEARCH Updates
on the Evaluation of the Open High School Program in the Philippines

Please find the attached summary on SEAMEO INNOTECH RESEARCH Updates on the Evaluation of the Open High School Program implementation in the Philippines.

For information.

Rom/11/18/14

SUMMARY ON SEAMEO INNOTECH UPDATES ON THE EVALUATION OF THE OPEN HIGH SCHOOL PROGRAM IN THE PHILIPPINES.

1. Background:

Open High School Program as a viable alternative delivery mode for reducing the high school drop out rate. “ Reaching the Unschooled Wherever and Whenever”

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 forkeeping students in school became more pronounced in subsequent years when dropout rates rose to alarming levels.

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 OSY learners were willing to finish secondary, but were held back by numerous barriers that include family concerns,personal difficulties,community surroundings and school environments.

For these reasons, DepEd adopted the OHSP as one of the interventions in the Dropout Reduction Program or DORP (DepEd ,2010).

The OHSP is an alternative delivery mode (ADM) for secondary school education designed for individuals who cannot attend the regular high school program due to problems with time ,distance, physical disability, financial difficulties, social and family constraints (DepEd Order 46,s.2006). Its most important feature as a “independent, self –pacing and flexible study”makes it an appropriate strategy for keeping potential dropouts in school, and in persuading adolescent out- of – school youth to return to school.

In 2003, SEAMEO INNOTECH committed to undertake the evaluation study of the OHSP, covering 155 OHSP implementing schools, 331 students, 203 key implementers and stakeholders in seventeen different schools in a focus grouped discussion. Lastly, 1578 students selected from four schools representing NCR, Luzon, Visayas and Mindanao,to compare regular and open high school performance.It was funded through SEAMEO INNOTECH’s Educational Research and Evaluation Fund as part of the center’s complimentary set of program interventions to support DepEd’s need for sustained technical support in operationalizing the new K to 12 Basic Education Program.

2 . Objective of the Evaluation :

The study was deemed appropriate to evaluate the OHSP to find out:

- How it has been implemented;
- What challenges were faced by implementers;
- How key stakeholders view the program;
- What aspect of the OHSP need to be improved to make a viable educational option for secondary students and
- How it improves access to secondary education and the extent to which the program has contributed to the advancement of functional literacy in the contry.

3. Findings and Conclusion of the Evaluation Study:
- a.) OHSP is a viable educational program in three ways :
 1. As Alternative Delivery Mode (ADM) for working students who are unable to attend the regular high school program for various reasons;
 2. As Dropout Reduction Program (DORP);
 3. As intervention for students at risk of dropping out (SARDOs) or dropout prevention.
 - b.) 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 are serving on 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 the regular high school students. Also , wanting is a systematic monitoring and evaluation procedure.
 - c.) *OHSP students are comparable to regular high school students. The academic performance of the OHSP student was just as good as that of their counterparts in the regular high school, in major subject across year levels. OHSP students did just as well even without the benefit of instructional support and contact time with teachers that regular high school students received.*
 - d.) 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 new K to 12 curriculum; 2) teacher training on effective and appropriate instructional methods; 3.) updating of modules; 4.) career guidance and financial aid for students; 5.) designation of classrooms and audio-visual equipment for OHSP use alone; and 6.) development of procedures for overseeing the conduct of the program.*