

THE DROPOUT REDUCTION PROGRAM (DORP)



What is DORP?

- intervention to reduce the high dropout rate and improve learning outcomes .
- formal, non-formal and informal approaches.
- aims to facilitate access of every Filipino to quality basic education.



What is DORP?

Specific objectives:

- increase participation rate;
- increase retention rate;
- raise achievement level of the Students-at-Risk of Dropping Out (SARDO);
- retrieve learners who are out of school;
- increase capability of schools to manage DORP;

What is DORP?

Specific objectives:

- design and continuously improve DORP practices and learning materials;
- benchmark the best DORP practices.



What is DORP?

Underlying Assumptions:

1. If dropout rate is not arrested, then EFA goal will not be achieved.
2. Appropriate interventions that address causes can reduce if not eliminate dropouts.
3. If student attendance is irregular and previous lessons are not fully mastered, then the scaffolding process is weakened.

What is DORP?

Underlying Assumptions:

4. **If** stakeholders are involved in the planning and implementation of the DORP, **then..**
5. **If** felt needs are satisfied and learning is pleasurable, **then ..**
6. **If** instruction process has a strong remedial component, **then..**
7. **If** Division, Regional and Central offices provide adequate technical and administrative supports, **then..**

What is DORP?

Guiding principles:

1. DORP should contribute to the SIP achievement.
2. DORP should also help SARDO master the basic learning competencies.
3. Home visits should be properly planned
4. DORP must educate the SARDO to be independent, critical and creative problem solvers

What is DORP?

Guiding principles:

5. DORP should also seek to retrieve those who have dropped out.
6. DORP has for its clients, learners in disadvantaged circumstances .
- 7 . DORP should build up the self-confidence and self-reliance of the SARDO.
8. Decisions on interventions should be information-based.

What is DORP?

Guiding principles:

9. Fast learners are potential SARDO.
10. DORP should be reactive, preventive, and proactive .



Legal Bases of the DORP

Article XIV of the 1987 Philippine Constitution

1. protect and promote the right of every citizen to quality education at all levels and shall take appropriate steps to make such education accessible to all;
2. 2. establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and

Legal Bases of the DORP

Article XIV of the 1987 Philippine Constitution

3. encourage non-formal, informal, and indigenous systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs .



Legal Bases of the DORP

The Education Act of 1982 (BP Blg. 232)

“The State shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental condition, racial or ethnic origin, political and other affiliation.”





Legal Bases of the DORP

Republic Act (RA) 9155
(Governance for Basic Education
Act of 2001)

Envisions a curriculum that shall promote the holistic growth of Filipino learners and enable them to acquire the core competencies and develop the proper values.

Legal Bases

United Nations Convention on the Rights of the Child (November 1989)

Provides that States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular:

1. make primary education compulsory and available free to all;

Legal Bases

- **United Nations Convention on the Rights of the Child (November 1989)**
2. **encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as introducing free education and offering financial assistance in case of need; and**
 3. **take measures to encourage regular school attendance and reduce dropout rate.**

The DORP Conceptual Framework





DESIRED LEARNER

DEDP

SIP

ALS

Regular Class Program

ADM

**D
O
R
P**

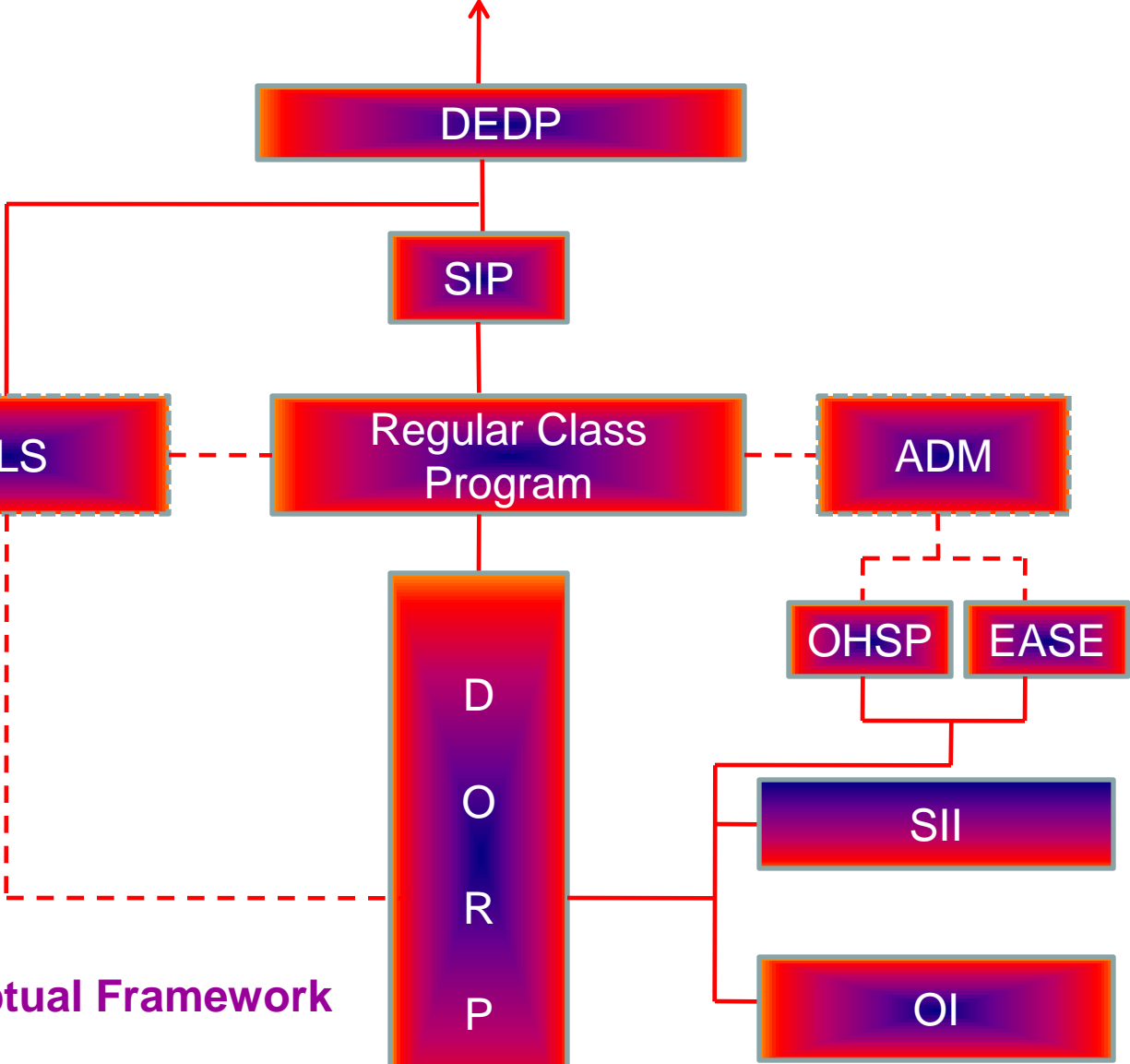
OHSP

EASE

SII

OI

The DORP Conceptual Framework



The DORP Conceptual Framework

The DORP and the Regular Class Program

- Regular Class Program provides the major contribution to produce the desired learner
- DORP:
 - *Ensures the delivery of the regular class program*
 - *Seeks to retrieve those who are out of school and who want to join the regular classes*

The DORP Conceptual Framework

The DORP and the ALS

Alternative Learning System (ALS)

- parallel learning that provides a viable alternative to the existing formal instruction.

ALS Programs

- *Basic Literacy*
- *Accreditation & Equivalency*
- *Indigenous Peoples Education*

The DORP Conceptual Framework

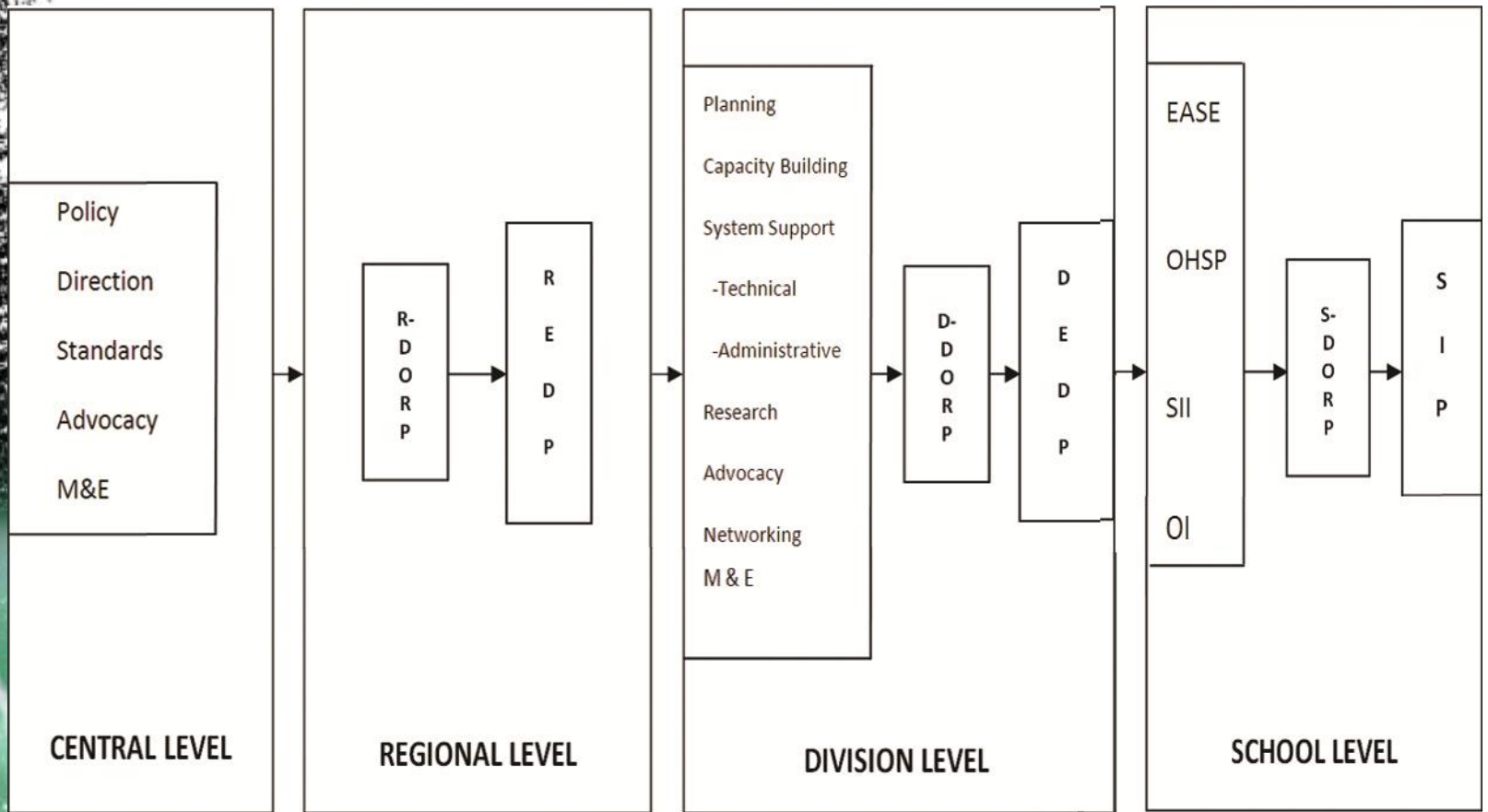
The DORP and the ALS

- Dropouts have the option to participate in the ALS .
- OSYs and adults enrolled in the ALS program have the option to re-enter the school to finish basic education.





The DORP Operational Framework



DORP Operational Framework

The DORP Operational Framework

DORP implementation in accordance with RA 9155 (Governance of Basic Education Act of 2001)

- The school is the direct implementor of DORP.
- Principle of subsidiarity: services should be provided by the lowest level of government that can do so efficiently

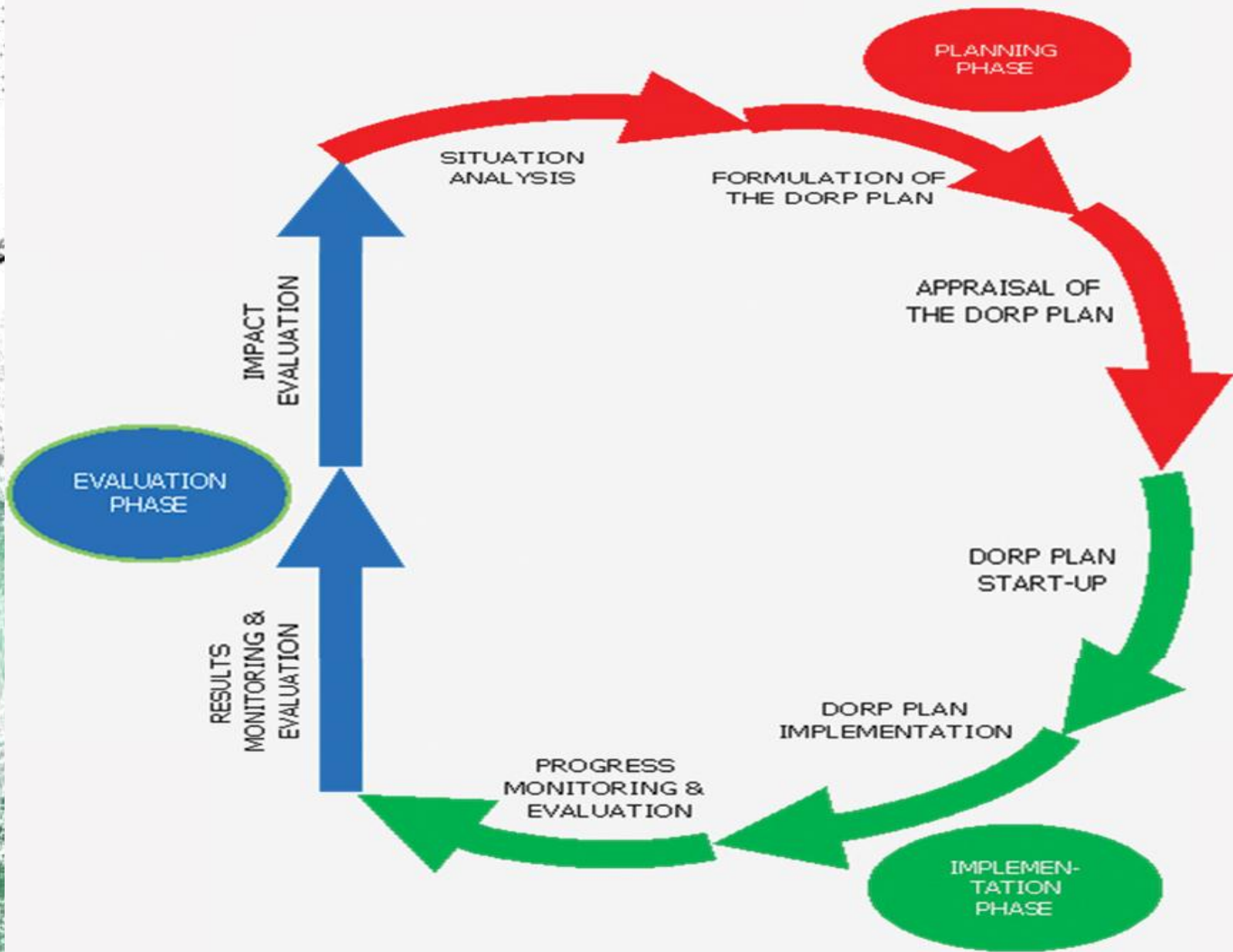
The DORP Operational Framework

DORP implementation in accordance with RA 9155 (Governance of Basic Education Act of 2001)

- Being the direct implementor, the school needs the support of the Central, Regional and Division offices.

The DORP Cycle





DORP Cycle

The DORP Cycle

Recurring process of three major activities:

1. *planning the division and school DORP;*
 2. *implementing the DORP plans ;*
 3. *evaluating the effect of the program.*
- *The “D” form of the cycle symbolizes the dropout problem that must be addressed.*
 - *The upward direction of the arrow in the evaluation phase signifies the determination of DORP to solve the dropout problem*

The DORP Cycle

Phase 1-Planning

Main stages:

1. Conducting the situational analysis
2. Designing the proposed solution
3. Appraising the proposed solution

The DORP Cycle

Phase 1-Planning

Step 1: Conducting the Situational Analysis

Intends to answer the following questions:

1. Where are we now?

- What is the school's current rate on the following performance indicators?
 - *Dropout Rate*
 - *Retention Rate*
 - *Completion Rate*
 - *Achievement Rate*
- Are there serious gaps between the desired and actual indicators?

The DORP Cycle

Phase 1-Planning

Step 1: Conducting the Situational Analysis

Intends to answer the following questions:

2. Why are we here?

- What are the causes of the gaps?

3. So what if there are gaps?

- What are the effects of the gaps?



The DORP Cycle

Phase 1-Planning

Step 2: Designing the solutions to the problems

1. Where do we go from here?

- Define the goal and objectives

2. How do we get there?

- Identify alternative solutions
- Select the most promising solutions



The DORP Cycle

Phase 1-Planning

Elements of the DORP Plan

1. Situationer

- *Problem statement*

- *Background/context of the problem*

2. *General and specific objectives*

3. *Implementation Strategies*

4. *Implementation and M & E Plans*

5. *Management Plan*

6. *Sustainability Plan*



The DORP Cycle

Phase 1-Planning

Step 3: Appraising the School DORP Plan

- The School DORP Plan shall be presented to the key stakeholders for:
 - *validation*
 - *improvement*

The DORP Cycle

Phase 2-Implementing the DORP Plan

1. Start-up
2. Plan execution
3. Monitor and Evaluate Progress of Implementation



The DORP Cycle

Phase 2-Implementing the DORP Plan

1. Start-up

DORP Council reviews the plan:

- ensure appropriateness and acceptability of the plan.
- review the roles and responsibilities of the DORP implementors
- design the management procedures.



The DORP Cycle

Phase 2-Implementing the DORP Plan

2. Plan Execution

- DORP Team to implement the activities as planned and to correct deficiencies.
- at-risk students are properly identified and provided the needed assistance.

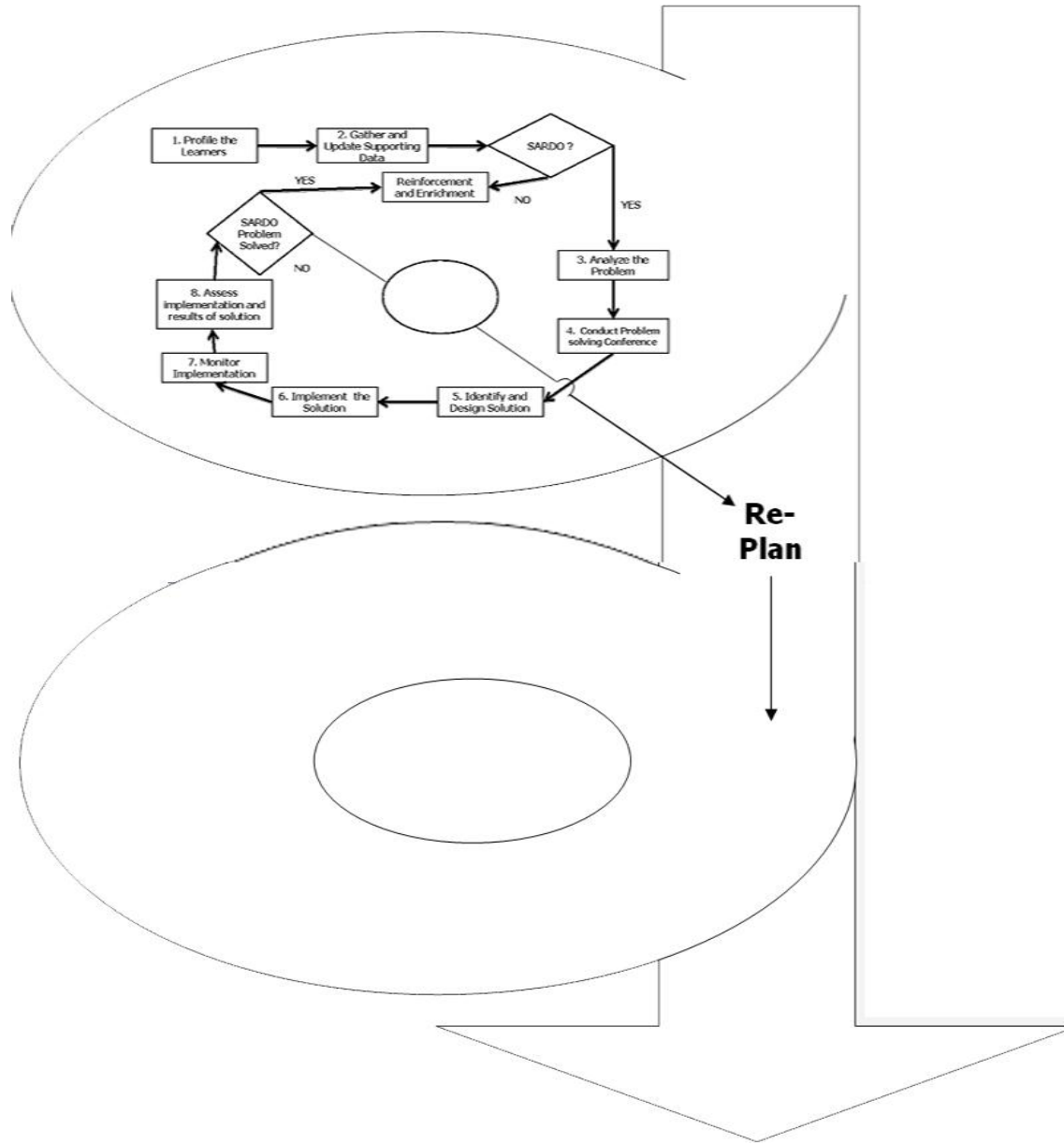


The DORP Cycle

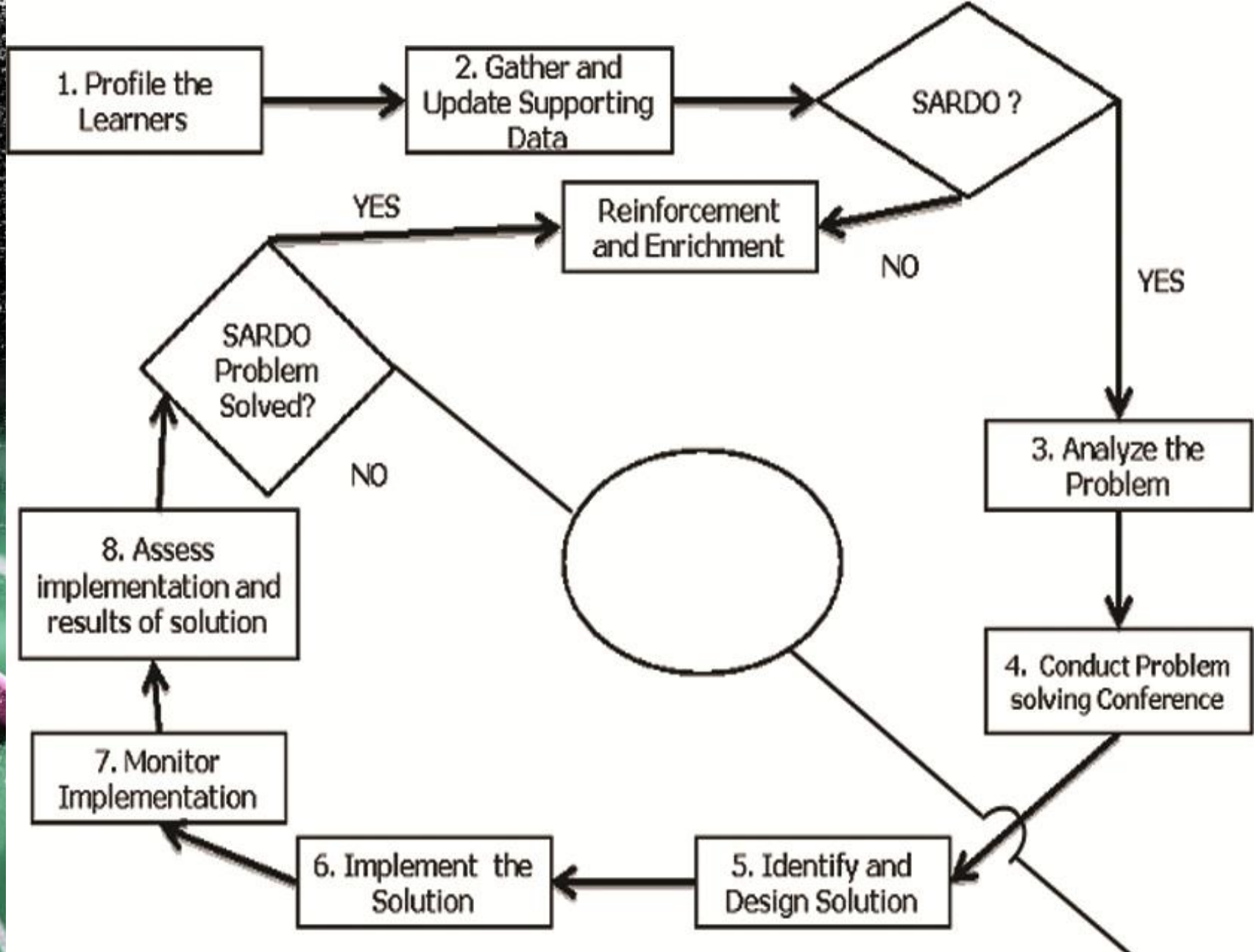
Phase 2-Implementing the DORP Plan

The DORP Spiral Process

- Shows how the S-DORP is put into action.
 - *Re-planning follows after completing each cycle.*
 - *The re-planning stage follows the same processes but at a different level or plane.*
 - *The spiral flow enables the planners to profit from the lessons learned.*



The DORP Spiral Process



The DORP Process



The DORP Cycle

Phase 2-Implementing the DORP Plan

The S-DORP Spiral Process

1. *Profile the learner*
2. *Gather and Update Supporting Data*
3. *Analyze the Problem*
4. *Conduct the Problem -Solving Conference*
5. *Identify and design the appropriate solution*
6. *Implement the Solution*
7. *Assess the Implementation and Results of the Intervention*
8. *Replan*



The DORP Cycle

Phase 2-Implementing the DORP Plan

Un-enrolled learners.

- the school shall design and implement interventions that encourage the un-enrolled learners to complete secondary schooling.
- learners who no longer want to return to the formal system shall be referred to the Alternative Learning System



The DORP Cycle

Phase 2-Implementing the DORP Plan

Strategies to get un-enrolled students back to the formal or non-formal school:

- Enrollment Advocacy Campaign
- House-to-House Enrollment Campaign
- Referral to ALS



The DORP Cycle

Phase 2-Implementing the DORP Plan

3. Monitor and Evaluate Progress of Implementation

- PME tracks :
 - *schedule*
 - *learning contracts*
 - *implementation cost*
 - *implementation processes and procedures*
 - *expected participation of stakeholders*
 - *emergent problems and issues*
- *PME utilizes Feedbacks*



The DORP Cycle

Phase 3-Evaluation

Results monitoring & evaluation (RME)

Results monitoring

- questions that help the implementers determine if DORP is producing the desired results:
 - *Are the interventions able to keep the SARDO in school?*
 - *Is there improvement in :*
 - attendance,
 - class participation,
 - problem-solving competencies
 - learning outcomes?
 - *Is the School DORP Council functioning as expected?*



The DORP Cycle

Phase 3-Evaluation

Results monitoring

- *Are the SARDO using the SLP to gain mastery of the basic learning competencies?*
- *Is the SARDO tracking system producing the expected outputs?*



Planning without action is just a
dream;

Action without planning is a
nightmare.

Japanese proverb

Strategic Components of the S-DORP





DORP Strategic Components:

1. Open High School Program (OHSP)

- an alternative mode of secondary education for students who cannot join the regular class program due to justifiable reasons.
- uses distance learning and makes use of multi-media materials.
- learners undergo Independent Learning Readiness Test (ILRT) and Informal Reading Inventory (IRI).



DORP Strategic Components:

1. Open High School Program (OPHSP)

- learners plan and manage own learning through a Student Learning Plan .
- teachers and students agree on the date, time, and manner of assessing learning outcomes.
- maximum of six years to complete secondary education.
- option to join the regular class anytime while enrolled in the OHSP.

DORP Strategic Components:

2. Effective Alternative Secondary Education (EASE)

- A learning mode for temporary school leavers
- Self-learning modules provided to school leavers.
- students should pass :
 - *the reading and writing ability tests in English and Filipino*
 - *mathematical ability test*
 - *coping ability assessment*



DORP Strategic Components:

2. Effective Alternative Secondary Education (EASE)

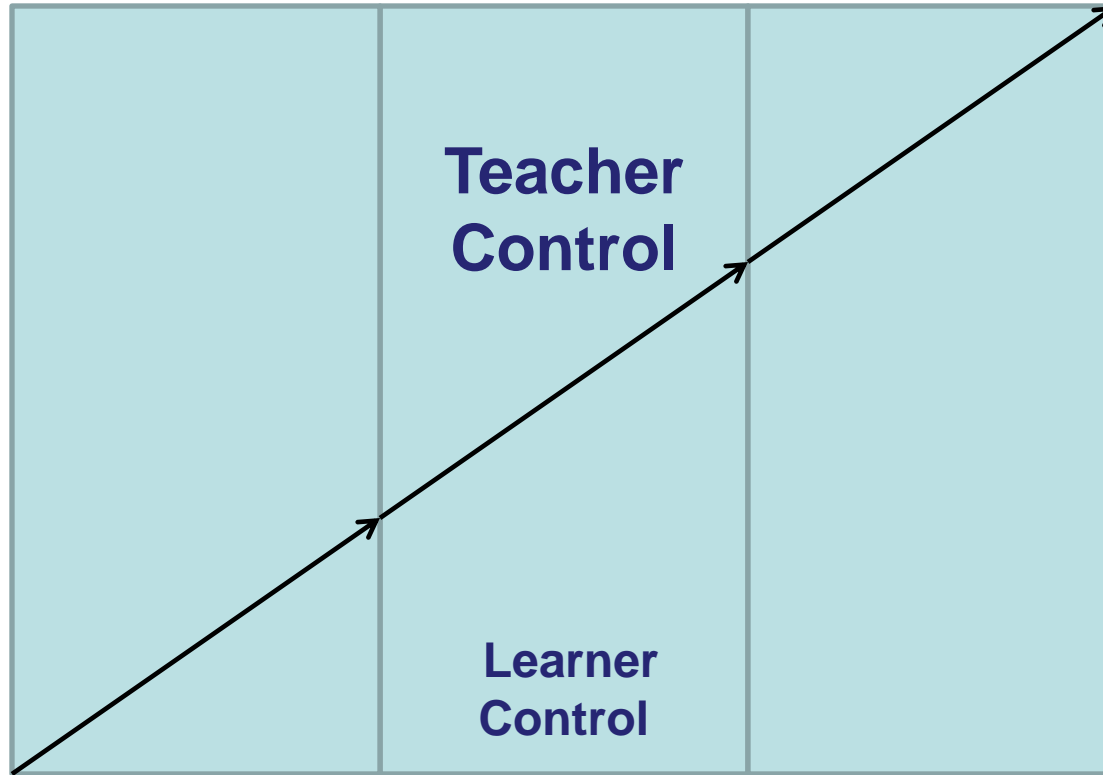
- If students fail the requirements, they are given appropriate assistance.

Problem Solving Ability



Dependence

Independence



Immaturity

Maturity

Relationship between Teacher and Learner Control and the Ability to Solve Problems.

Type of Assistance Given to Learners

- Directive – given by a teacher or a capable peer to learner who has not yet developed the basic problem – solving skills.



Type of Assistance Given to Learners

- Collaborative – learners with problem – solving skills are involved in problem – solving and decision making .
- Non – directive – for learners who are independent decision makers and problem solvers.





DORP Strategic Components:

2. Effective Alternative Secondary Education (EASE)

- assessment results used to identify learners who shall go back to the regular class.
- Student signs a contract that details his responsibilities.



DORP Strategic Components:

3. School Initiated interventions (SII)

- innovative and homegrown interventions developed by schools.
- based on the SARDO 's felt needs.

DORP Strategic Components:

4. Other Interventions (OI)

- developed not by the school itself but by other agencies.



A decorative vertical strip on the left side of the slide, featuring a green chalkboard texture. It includes two pieces of pink chalk, one standing upright and one lying horizontally, and some white chalk markings, including a curved line and a large, faint letter 'Y'.

The Management of the S-DORP

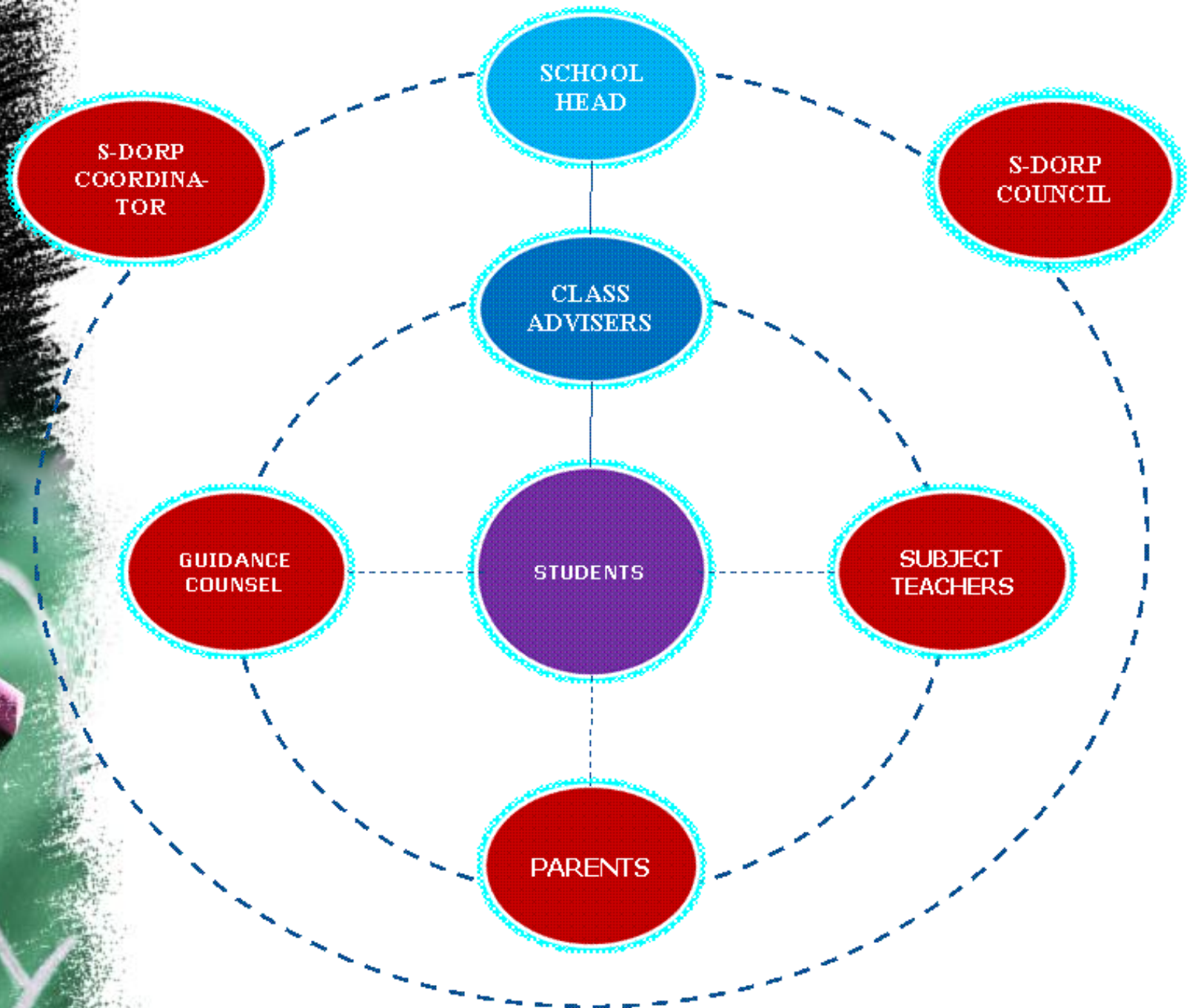


Figure 5: The S-DORP Organizational Structure

The Management of the S-DORP

Responsibilities :

A. Students

- *Select appropriate intervention with class adviser*
- *Enter into DORP contract*
- *Prepare, implement and assess SLP*
- *Fulfill requirements*
- *Report to class adviser/teachers*

The Management of the S-DORP

B. Class Advisers/Teachers

- Identify SARDO by subject area and year level;
- Prepare SARDO monitoring list;
- Diagnose students' strengths, weaknesses, interests and learning difficulties;
- Design appropriate interventions with colleagues and the SARDO;
- Implement the interventions;
- Track / evaluate progress of SARDO;

The Management of the S-DORP

B. Class Advisers/Teachers

- Assist the School Head in formulating DORP Plan;
- Conduct advocacy
- Submit regular progress reports
- Attend training – workshop on DORP ;
- Assist in the conduct of trainings for DORP implementors;
- Plan with the other stakeholders especially students the DORP classroom action plan; and
- Update information about the SARDO.

The Management of the S-DORP

C. School Head

- Leads in designing and in making functional DORP management structure;
- Leads in managing the school DORP plan;
- Generates financial and material
- Leads the planning and conduct of DORP advocacy;



The Management of the S-DORP

C. School Head

- Participates in DORP trainings;
- Conducts school level training/enhancement;
- Leads in benchmarking best DORP practices;
- Submits DORP reports to the Division DORP Coordinator;
- Reports DORP's progress to the community through the State of the School address (SOSA); and
- Provides incentives to accelerate DORP

The Management of the S-DORP

D. Guidance Counselor

- Upgrades continuously the guidance program on DORP;
- Prepares DORP guidance tools and forms;
- Conducts counseling sessions;
- Maintains a centralized DORP records; and
- Assists the Class Advisers/Teachers in DORP implementation

The Management of the S-DORP

E. DORP Coordinator

- Gathers and synthesizes data for the S-DORP plan;
- Assists the school head and the DORP team in preparing the S-DORP plan;
- Synchronizes the DORP activities;
- Monitors the implementation of the plan and provides feedback to implementors;
- Synthesizes progress reports of class advisers;
- Prepares and submits school DORP reports

The Management of the S-DORP

F. S-DORP Council

- Sets policies and standards on school DORP management;
- Resolves sensitive DORP-related issues and concerns;
- Advises the School Head on DORP related matters;
- Provides oversight information to decisionmakers in the school
-

The Management of the S-DORP

G. Parent / Guardian

- Signs the agreement as one of the principal parties if necessary;
- Helps the SARDO implement the agreement;
- Assists the teachers in managing and evaluating the DORP intervention;
- Participates in DORP related activities;
- Works as partners of the class adviser/teachers in monitoring the SARDO.

Evaluation of the DORP

Why evaluate the DORP?

- The evaluation tells if DORP is effective and efficient.





Evaluation of the DORP

Who Evaluates the DORP?

School Head

Students

Class/Section Advisers

Guidance Teachers

Department Heads

S-DORP Council

Evaluation of the DORP

When to Evaluate ?

Depends on the purpose of the evaluation:

- *Pre-assessment-start of the target period*
- *Post-evaluation- 1 SY after implementation*
- *Formative evaluation-while in operation*
- *Progress Monitoring & Evaluation-while in operation*
- *Summative or outcome evaluation-end of the project*

Evaluation of the DORP

What Kind of data may be used to evaluate DORP?

- *Quantitative data*
- *Qualitative Data*

Evaluation of the DORP

What Steps are suggested to evaluate the DORP?

1. State clearly the purpose of the evaluation. .
2. State the specific objectives, and the evaluation questions.
3. Decide what data to gather
4. Plan how to analyze and interpret the results.
5. Select or prepare the data -gathering tools.
6. Orient or train the users of the tools.

Evaluation of the DORP

What Steps are suggested to evaluate the DORP?

7. Gather and analyze data and interpret the results.
8. Summarize the findings and discuss them with the interested end users.
9. Formulate the recommendations and assess if they are acceptable and implementable.
10. Disseminate and utilize the findings to improve the DORP.



Evaluation of the DORP

Questions that the DORP Report should answer:

1. Has the DORP reduced significantly the school dropout rate?
2. Have the saved at-risk students achieved, at least, the minimum competency standards?
3. Has the DORP brought back to school the unenrolled students and/or has referred them to the Alternative Learning System?
4. Has the DORP contributed to the achievement of SIP objective on improved retention and achievement rates?

Critical Factors for the Success of DORP

- **Committed Leadership**
- **Trained DORP Council and Implementers**
- **Availability of resources**
- **Participation and Support of Stakeholders**
- **Administrative and technical support**

