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BREAKING BARRIERS TO EDUCATION: ROLE OF OPEN HIGH SCHOOL PROGRAM IN PROMOTING INCLUSIVE LEARNING

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ABSTRACT

This study examined the role of the Open High School Program (OHSP) in breaking barriers to education and promoting inclusive learning among learners who experience difficulties accessing and completing formal secondary education. It explored how the program provides flexible, accessible, and learner-centered educational opportunities for individuals who are unable to attend regular classroom instruction because of financial constraints, geographical limitations, family responsibilities, personal circumstances, and other challenges. Specifically, the study aimed to determine the program's contributions to improving educational access, learner participation, academic development, and opportunities for completing secondary education. It also investigated the challenges encountered by learners, teachers, and school administrators in implementing the program,

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including limited learning resources, learner motivation, monitoring mechanisms, instructional support, and technological accessibility. Furthermore, the study highlighted the importance of collaborative partnerships among schools, families, communities, and educational stakeholders in ensuring the effective implementation and sustainability of the program. Using a qualitative research approach, data were gathered through interviews, observations, and document analysis to understand the experiences and perspectives of the participants. The findings demonstrated that the OHSP serves as an alternative pathway toward educational inclusion by recognizing learners' diverse needs, circumstances, and learning capacities. The study emphasizes that education should not be limited by poverty, distance, age, or personal circumstances. Ultimately, strengthening the OHSP can contribute to equitable educational opportunities, lifelong learning, and the realization of inclusive and quality education for all.

Keywords: *Inclusive learning, educational accessibility, alternative learning, educational equity*

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INTRODUCTION

Background of the Study

Education is widely recognized as a fundamental human right and an essential foundation for individual development, social transformation, and national progress. It provides individuals with the knowledge, skills, values, and opportunities necessary to improve their quality of life and to participate actively in society. However, despite efforts to make education accessible to all, many learners continue to experience barriers that prevent them from completing their secondary education. Consequently, some learners are forced to discontinue their studies, while others struggle to find educational opportunities that accommodate their unique needs and circumstances. These realities highlight the importance of developing flexible, accessible, and inclusive educational programs that ensure no learner is left behind. Niazi (2025) added that education is a fundamental pillar of individual development and societal advancement. It serves as a powerful mechanism for personal growth, enabling individuals to acquire the essential skills and knowledge necessary for navigating life's challenges. Furthermore, education plays a critical role in fostering social cohesion and promoting economic stability, making it a vital focus for policymakers and communities worldwide. The historical evolution of educational systems reflects the ongoing quest to enhance accessibility, equity, and effectiveness while addressing the diverse needs of learners.

When learners are unable to complete secondary education, the effects extend beyond the individual. Secondary education serves as a gateway to further study, employment, and meaningful participation in community life; hence, interruptions in schooling may narrow the options available to learners and their families. The barriers that cause these interruptions are rarely single or isolated. As the learners in this study described, financial hardship, household and livelihood responsibilities, distance, health and personal circumstances, and school-related experiences such as bullying or inflexible schedules often operate together. Responding to such interconnected barriers therefore calls for educational arrangements that are flexible in time, place, and pace, and that are supported by the school, the family, and the community.

In response to these challenges, the Open High School Program (OHSP) serves as an alternative learning pathway that provides opportunities for learners who cannot participate in the traditional classroom setting. The program enables learners to continue their secondary education while attending to their personal, family, and economic responsibilities. It recognizes that learners have different backgrounds, abilities, interests, learning paces, and life experiences. Rather than requiring all learners to follow the same educational arrangements, the program provides alternative approaches that respond to their individual situations. In this way, educational exclusion is addressed, and opportunities are created for individuals who might otherwise be deprived of completing their basic education. The program places significant importance on promoting independent learning, self-paced study, and flexibility in order to cater to individuals who face challenges that prevent them from starting or completing their secondary education. The flexibility and personalization of learning in the program have likewise been examined (Mirasol et al., 2023).

Furthermore, inclusive learning goes beyond providing access to education. It also involves creating an environment where every learner is respected, supported, valued, and given equal opportunities to succeed. The OHSP responds to diverse educational needs by recognizing that learning does not depend solely on physical classroom attendance but can also take place through independent study, guided activities, home-based learning, and meaningful interactions between teachers and learners. Through these approaches, teachers become facilitators of learning who provide guidance, encouragement, monitoring, and appropriate interventions to help learners overcome academic and personal challenges. Thus, the program strengthens the principle that education should adapt to learners rather than expecting learners to adjust entirely to conventional educational systems. Inclusive education is a fundamental aspect of creating equitable learning environments in which all students, regardless of their abilities or backgrounds, have the opportunity to succeed (Ranbir, 2024).

Moreover, the implementation of the OHSP presents both opportunities and challenges for schools, teachers, parents, and communities. Although the program provides an alternative route toward educational attainment, its effectiveness depends on the availability of appropriate learning materials, teacher commitment, administrative

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support, parental involvement, learner motivation, and effective monitoring mechanisms. Some learners may encounter difficulties in managing independent study, maintaining academic discipline, accessing learning resources, and balancing their educational responsibilities with family and livelihood activities. Addressing these concerns requires collaborative efforts among educational institutions, teachers, families, and community stakeholders to establish supportive learning conditions and ensure that the program achieves its intended objectives. Flexible education and student engagement have the potential to promote educational equity (Balbin & Sumail, 2025).

Taken together, these considerations show that the value of the OHSP cannot be judged by its flexible design alone. Whether the program actually breaks barriers depends on how it is experienced by those who enroll in it, teach in it, and administer it. Examining these experiences, and the intervention strategies that can strengthen them, is the central concern of this study. Such an examination is timely because the program offers a second chance to learners who might otherwise be excluded, and its continued effectiveness depends on well-informed adjustments in resources, instruction, and support systems.

In this context, the study sought to examine how the OHSP contributes to expanding educational opportunities by addressing the different barriers that learners experience in pursuing secondary education. It aimed to understand the program's role in providing flexible learning opportunities, accommodating diverse learner needs, promoting educational participation, and supporting the academic development of learners who face difficulties in accessing conventional schooling. Furthermore, it sought to identify the experiences, challenges, and opportunities encountered by learners, teachers, and other stakeholders in implementing the program. The OHSP expands educational opportunities by serving as an alternative, flexible mode of secondary education for learners who cannot attend traditional, full-time classes (Cruz & Vargas, 2021).

The study identified an apparent knowledge gap in the prior research concerning breaking barriers to education. In addition, the prior research did not address the subject of promoting inclusive education. This encompasses several unexplored dimensions that have lately attracted research attention in other disciplines. The role of the OHSP should therefore be explored further to provide an understanding of why this is not the case with breaking barriers (Miles, 2017).

Ultimately, this study emphasizes that education must be accessible, equitable, and inclusive, regardless of a learner's economic condition, personal circumstances, geographical location, or learning capacity. The OHSP represents an important educational opportunity for individuals whose circumstances prevent them from following the traditional pathway of secondary education. By breaking barriers, providing flexible learning arrangements, and recognizing the diverse needs of learners, the program reinforces the belief that every learner deserves a second chance, every opportunity matters, and no dream of education should be abandoned because of life's circumstances.

Review of Related Literature

The following literature provides support for the present study. It is presented under three topics: breaking barriers to education, the Open High School Program, and inclusive learning promotion.

Breaking Barriers to Education

Breaking barriers to education is an essential step toward creating an inclusive, equitable, and transformative learning environment where every individual has the opportunity to learn, develop, and achieve their aspirations regardless of personal circumstances. Education is a fundamental right that should not be limited by poverty, geographical location, family responsibilities, physical conditions, learning difficulties, or other social and economic challenges. However, many learners continue to experience obstacles that prevent them from accessing and completing their education. These challenges call for responsive educational programs, innovative teaching approaches, and stronger institutional support systems that recognize the diverse needs and circumstances of learners. Likewise, breaking barriers entails removing social, physical, economic, and systemic obstacles so that

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every learner, regardless of disability, background, language, or economic status, can access quality learning (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017).

Furthermore, breaking barriers requires more than providing access to learning materials. It involves building an educational environment that promotes acceptance, participation, respect, and equal opportunities for all. Teachers, school heads, parents, and community stakeholders play significant roles in identifying learners' difficulties, providing appropriate interventions, and establishing supportive relationships that encourage learners to remain committed to their education. By strengthening inclusive teaching practices and learner-centered support mechanisms, the OHSP can help address educational inequalities and empower individuals to overcome circumstances that hinder their academic progress. The creation of accessible educational materials is crucial in ensuring that students with disabilities have equitable access to education. These materials allow students to engage with the content in a way that accommodates their specific needs, whether they have visual, auditory, cognitive, or physical disabilities (Bernardo, 2025).

Ultimately, breaking barriers to education means ensuring that no learner is left behind because of poverty, personal limitations, or unfavorable circumstances. It recognizes that every learner has the potential to succeed when given appropriate opportunities, guidance, and support. Through the effective implementation of the OHSP, education becomes more accessible, flexible, and responsive to the realities of diverse learners. It transforms education from a privilege available only to a few into an opportunity for everyone, fostering hope, personal growth, social inclusion, and a better future for individuals, families, and communities. Breaking barriers to education is the foundational pillar of inclusive and equitable learning; it means transforming education systems so that no learner is left behind due to socioeconomic status, physical or cognitive differences, or systemic marginalization (Momo, 2025).

Taken together, these perspectives present barriers to education as multidimensional. UNESCO (2017) frames them as social, physical, economic, and systemic obstacles; Bernardo (2025) draws attention to the need for accessible learning materials for students with disabilities; and Momo (2025) links the removal of barriers to the transformation of education systems so that learners are not left behind because of socioeconomic status, physical or cognitive differences, or systemic marginalization. These views imply that efforts to widen participation must address both the circumstances of the learner and the structures of the school and the educational system. They also provide the conceptual basis for examining how an alternative program such as the OHSP responds to the barriers that learners encounter.

Open High School Program

The OHSP is an alternative learning approach designed to provide accessible, flexible, and inclusive secondary education to learners who cannot regularly attend the traditional face-to-face classroom setting because of personal, social, economic, geographical, and family-related circumstances. It offers opportunities for out-of-school youth, working learners, individuals with financial difficulties, and those with different learning needs to continue and complete their secondary education through flexible schedules, self-learning materials, modular instruction, and appropriate learning support. The program recognizes that every learner has unique circumstances, abilities, interests, and aspirations; therefore, education should not be limited by age, economic status, physical location, or personal challenges. Through the commitment of teachers, school heads, parents, and community stakeholders, the OHSP promotes learner-centered instruction, educational accessibility, equal opportunities, and academic empowerment.

In the Philippines, the OHSP is an alternative secondary distance learning modality institutionalized by the Department of Education under DepEd Order No. 46, series of 2006, and supported by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act. More importantly, it serves as a pathway toward breaking the barriers that prevent individuals from pursuing their educational dreams, affirming that education is a fundamental right and that no learner should be left behind simply because of life's circumstances. The effectiveness of the OHSP as an alternative learning system implies that such flexible educational models are

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essential in addressing the diverse needs of learners who face barriers to attending traditional schools (Yano & Gallego, 2025).

Several studies on the OHSP reflect this flexible and learner-centered character. Mirasol et al. (2023) examined the flexibility and personalization of learning in the program, while Balbin and Sumail (2025) noted that flexible education and student engagement have the potential to promote educational equity. Cruz and Vargas (2021) described the program as both a dropout reduction intervention and an important mechanism for attaining the Education for All (EFA) goals of the Department of Education, and Yano and Gallego (2025) emphasized that flexible educational models are essential in addressing the needs of learners who face barriers to attending traditional schools. At the same time, Yañez et al. (2025) reported that implementation faces hurdles related to resources, student motivation, instructional time, and technological access, and Cena and Corpuz (2024) pointed to the capacity of implementers as central to effective implementation. These studies suggest that the program offers considerable promise but that its success depends on the conditions under which it is implemented.

Inclusive Learning Promotion

Inclusive learning promotion is an educational approach that ensures every learner, regardless of personal circumstances, socioeconomic background, abilities, learning difficulties, or educational needs, has equal opportunities to access quality education and to participate meaningfully in the learning process. It recognizes that learners have different capabilities, interests, experiences, and aspirations; therefore, schools must create a flexible, supportive, and welcoming learning environment that responds to their individual needs. Through differentiated instruction, contextualized learning materials, flexible learning schedules, individualized guidance, and appropriate learner support services, teachers can minimize educational barriers and encourage active participation. Inclusive learning promotion is a framework that ensures every student, regardless of disability, socioeconomic status, background, or learning needs, receives equitable access to quality education in mainstream classrooms (Jardinez & Natividad, 2024).

In the context of the OHSP, promoting inclusive learning means providing alternative educational opportunities for out-of-school youth, working individuals, learners with family responsibilities, and those who cannot regularly attend conventional classroom instruction. It also means removing barriers and offering flexible pathways, such as alternative delivery modes, open learning, and non-formal programs, to ensure that education reaches out-of-school youth, working adults, caregivers, and others who cannot attend traditional classrooms (Ranbir, 2024). Ultimately, inclusive learning promotion goes beyond providing access to education. It empowers every learner to develop their knowledge, skills, confidence, and potential while ensuring that no one is left behind. It upholds the principle that education is a fundamental right and that every learner deserves an equal chance to succeed in life. Promoting inclusive learning goes fundamentally beyond providing access to education; it requires moving from simple presence to active participation, engagement, and a deep sense of belonging for all students (Singh, 2024).

The literature on inclusive education consistently moves the discussion from access toward participation. Jardinez and Natividad (2024) describe inclusive learning promotion as a framework for equitable access to quality education, Ranbir (2024) underscores flexible pathways such as alternative delivery modes and open learning, and Singh (2024) emphasizes active participation, engagement, and a sense of belonging. Related studies on learner motivation and teaching (Abulhul, 2021; Filgona et al., 2020; Heng et al., 2024) further indicate that teaching strategies and motivation are central to learning success, while Fernández et al. (2024) and Obquia and Escarlos (2026) highlight the role of educators and institutional support in inclusive settings. Collectively, these works suggest that inclusive learning in the OHSP depends on the interplay of flexible access, motivating and responsive teaching, and institutional support.

Synthesis and Research Gap

The reviewed literature establishes three points: that barriers to education are multidimensional, that the OHSP is a flexible alternative designed to respond to these barriers, and that inclusive learning requires participation, motivation, and institutional support in addition to access. However, as noted in the Introduction, prior research

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has not sufficiently addressed breaking barriers to education and promoting inclusive education through the OHSP. This study responds to that gap by examining, through the experiences of learners, teachers, and school administrators, the barriers, strategies, and supports found in an OHSP setting, and by proposing an intervention model based on these experiences.

Theoretical Framework

The study was anchored on theoretical perspectives that explain how the OHSP helps remove barriers to education, provides flexible learning opportunities, and promotes inclusive education among learners with diverse needs, circumstances, and educational backgrounds. Self-Determination Theory (SDT) is a macro-theory of human motivation, personality development, and psychological well-being proposed by Edward Deci and Richard Ryan (Deci & Ryan, 1985). The theory explains that learners become more motivated and engaged when three fundamental psychological needs are supported: autonomy, competence, and relatedness. Autonomy refers to having opportunities to make decisions about one's learning; competence involves developing the confidence and the ability to accomplish learning tasks; and relatedness refers to experiencing meaningful connections with teachers, classmates, and the learning community.

SDT is relevant to the OHSP because the program provides learners with greater flexibility and responsibility in managing their educational activities. Through individualized learning arrangements, teacher guidance, and supportive learning environments, students can develop independence, self-confidence, and motivation. The theory suggests that the successful implementation of the OHSP should not only provide access to educational materials but also strengthen learners' sense of responsibility, belongingness, and capacity to complete their studies.

In this study, the three needs identified in SDT served as a lens for interpreting the themes. Autonomy is reflected in flexible learning schedules, self-paced modules, and individualized learning plans; competence in remedial and enrichment activities, continuous assessment, and regular feedback; and relatedness in teacher support, peer-assisted learning, family encouragement, and community partnerships. Interpreting the results through this lens allowed the study to examine not only whether barriers exist but also how supportive conditions may sustain learners' motivation and persistence.

Conceptual Framework

The conceptual framework of the study follows the sequence of its research questions. Learners enter the OHSP with prevailing barriers, including financial, family, livelihood, geographical, personal, and school-related barriers (Research Question 1). These barriers are addressed through the teaching strategies, interventions, and institutional supports of the program, which the study proposes to strengthen through the Inclusive and Flexible Learning Support Model (Research Questions 2 and 3). The expected outcomes are greater educational participation, personal development, academic progress, and social empowerment, which together express the inclusive learning that the program seeks to promote. The sustainability of these outcomes is supported by the collaboration of school administrators, teachers, parents, and community stakeholders.

Statement of the Problem

This study aimed to examine the significant role of the OHSP in providing accessible, flexible, and inclusive educational opportunities. Specifically, it sought answers to the following research questions:

1. What are the prevailing barriers that affect learners' participation, engagement, and completion in the Open High School Program?
2. What intervention strategies can be implemented to address the identified barriers and enhance inclusive learning among OHSP learners?
3. How do the existing teaching strategies and learning support mechanisms respond to the diverse educational needs and circumstances of OHSP learners?

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Objectives of the Study

The study aimed to examine the significant role of the OHSP in providing accessible, flexible, and inclusive educational opportunities for learners who are unable to participate in the traditional classroom setting due to various personal, social, economic, geographical, and academic circumstances. It sought to understand how the program helps marginalized, disadvantaged, working, and out-of-school learners continue their education, develop essential knowledge and skills, and achieve their academic aspirations despite the challenges they encounter.

Specifically, the study aimed to explore how the OHSP promotes inclusive learning by addressing barriers to education, accommodating learners' diverse needs, and providing alternative approaches to teaching, learning, and assessment. It also intended to identify the experiences, challenges, and opportunities encountered by learners, teachers, and school administrators in implementing the program. Furthermore, it sought to determine the effectiveness of the instructional strategies, learning materials, support mechanisms, and school-based interventions in sustaining learner participation, engagement, and academic progress.

Significance of the Study

This study is significant because it highlights the important role of the OHSP in providing accessible, flexible, and inclusive educational opportunities to learners who face various challenges in completing their secondary education through the traditional classroom setting. It recognizes that education is a fundamental right that should be available to everyone, regardless of economic status, geographical location, personal circumstances, learning difficulties, or other barriers. By examining the implementation and contributions of the OHSP, this study seeks to understand how alternative learning arrangements can help marginalized, disadvantaged, and at-risk learners continue their education, develop their potential, and achieve their academic aspirations. Specifically, the findings of this study will be beneficial to the following:

1. **Learners.** The findings will help learners, particularly those who have difficulty attending regular classes, understand the opportunities available to them.
2. **Teachers.** The findings will provide teachers with insights into the diverse needs, experiences, and learning challenges of learners, which may encourage them to develop flexible teaching strategies, appropriate instructional materials, learner-centered approaches, and supportive interventions that promote participation, motivation, and academic achievement.
3. **School Heads and Administrators.** The findings will serve as a basis for improving the implementation, management, and delivery of the program, and will help in identifying existing challenges, strengthening institutional support, allocating appropriate resources, and establishing inclusive policies that respond to the educational needs of diverse learners.
4. **Parents and Guardians.** The findings will increase awareness of the importance of supporting learners enrolled in alternative secondary education programs.
5. **Marginalized and Disadvantaged Communities.** The findings will deliver valuable insights that can reduce educational inequalities and create opportunities for individuals who are unable to participate in conventional schooling.

Scope and Delimitation of the Study

This action research study focuses on examining the role of the OHSP in breaking barriers to education and promoting inclusive learning among learners who experience difficulties in accessing or completing formal secondary education. It specifically explores how the program provides flexible learning opportunities for individuals who face various educational challenges, including financial constraints, family responsibilities, geographical limitations, personal circumstances, learning difficulties, and other factors that hinder regular school attendance.

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Furthermore, the study investigates the experiences and challenges encountered by OHSP learners, teachers, and school personnel in implementing inclusive and flexible learning approaches. It seeks to identify the strengths of the program, the barriers that affect its effective implementation, and possible interventions to improve its delivery and sustainability. The findings will serve as a basis for developing appropriate action plans and recommendations to strengthen the OHSP as an alternative pathway toward accessible, equitable, and inclusive education.

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METHODS

This section describes the research design, research environment, participants of the study, research instrument, data-gathering procedure, data analysis, ethical considerations, and trustworthiness of the study.

Research Design

This study employed a qualitative research design using a descriptive case study approach to examine the role of the OHSP in breaking barriers to education and promoting inclusive learning. The design was used to understand how the program provides educational opportunities to learners who experience difficulties in accessing or completing formal education due to personal, socioeconomic, geographical, family-related, and other circumstances. The descriptive case study approach helped explore the experiences, challenges, coping strategies, and perceptions of learners, teachers, and school administrators regarding the implementation of the program. It also helped identify the practices and interventions that contribute to improving educational access, participation, and learning opportunities for marginalized and disadvantaged learners.

A qualitative design was appropriate because the study sought to understand meanings, experiences, and perspectives that cannot be adequately captured by numerical measures alone. The case study approach allowed the researchers to examine the OHSP within its real-life school setting, drawing on multiple participant groups and sources of information. The descriptive orientation was used to present the participants' accounts of barriers, strategies, and supports as they were expressed, without altering the conditions of the program.

Proposed Innovation, Intervention, and Strategy

The proposed innovation, intervention, and strategy of this action research is the implementation of an Inclusive and Flexible Learning Support Model (IFLSM) under the OHSP. Through flexible learning arrangements, learner-centered instruction, differentiated activities, and strengthened teacher support, the program seeks to provide accessible, equitable, and meaningful educational opportunities for all learners regardless of their circumstances.

Innovation: Inclusive and Flexible Learning Support Model

The proposed innovation focuses on developing a learner-centered and flexible educational approach that recognizes the diverse needs, learning capacities, interests, and situations of OHSP learners. It integrates modular learning materials, self-paced activities, contextualized instructional resources, and accessible digital learning tools to ensure that learners can continue their education despite geographical, financial, family, and personal limitations. It also promotes individualized learning plans that allow students to progress according to their abilities and available learning time. Through this innovation, the program becomes more responsive to learners who cannot participate in conventional classroom instruction but remain determined to complete their secondary education.

Intervention: Comprehensive Learner Support and Academic Assistance

The intervention involves providing comprehensive academic, personal, and motivational support to learners enrolled in the OHSP. Teachers will conduct regular learner profiling and needs assessments to identify the specific challenges affecting students' participation, attendance, performance, and completion of learning tasks. Based on the identified needs, the school will implement individualized academic coaching, remedial instruction, peer tutoring, regular consultations, and home-based learning support when necessary. The intervention will also establish a monitoring and follow-up mechanism to identify learners at risk of dropping out and to provide timely assistance. Furthermore, partnerships with parents, community leaders, local government units, and other stakeholders will be strengthened to mobilize resources and create a supportive learning environment that encourages learners to remain in school and achieve their educational goals.

Strategy: Strengthening Inclusive Teaching, Community Engagement, and Learner Participation

The proposed strategy emphasizes collaborative and inclusive educational practices that encourage active learner participation, strengthen teacher-learner relationships, and promote shared responsibility for educational success.

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Teachers will use differentiated teaching strategies, flexible assessment methods, contextualized learning activities, and regular feedback mechanisms to accommodate learners with different abilities, learning styles, and circumstances. The school will also conduct learner engagement activities, motivational sessions, and parent-community consultations to strengthen support systems and encourage continuous participation in the program. In addition, the establishment of a systematic monitoring and evaluation process will help determine learners' progress, identify emerging challenges, and improve instructional interventions. Through these strategies, the OHSP can become a more inclusive, supportive, and sustainable alternative learning pathway for individuals who have limited access to traditional schooling.

Research Environment

The study was conducted in the school implementing the OHSP. The research locale served as the setting for examining how the program operates in providing flexible and accessible learning opportunities to individuals who cannot regularly participate in conventional classroom instruction. The locale was characterized by the presence of enrolled learners from diverse backgrounds and was relevant to the objectives of the study, with these learners involved as participants.

The school served as a single, bounded case in which the operation of the program could be examined in depth. Studying the program in one setting allowed the researchers to describe how its barriers, strategies, and supports were experienced within the same institutional context.

Participants of the Study

The participants included selected OHSP learners, teachers, and school administrators who were directly involved in the implementation and management of the program. Purposive sampling was used to identify participants who possessed relevant experiences and knowledge about the program. Learners provided insights into their educational experiences, motivations, and challenges, while teachers shared their instructional strategies and experiences in addressing diverse learning needs. School administrators provided information about program implementation, institutional support, policies, and challenges encountered in sustaining inclusive education.

Including learners, teachers, and school administrators allowed the study to examine the program from the perspectives of those who experience, deliver, and manage it. Purposive sampling was appropriate because the study required participants with direct knowledge of the OHSP, and it is consistent with the qualitative aim of obtaining rich and relevant information rather than statistical generalization.

Research Instruments

The primary research instrument was a researcher-made, semi-structured interview guide consisting of open-ended questions designed to gather relevant information about the implementation and effectiveness of the OHSP (see Appendix A). Document analysis, particularly of available school reports, enrollment records, attendance summaries, and program implementation documents, was also used to support and validate the information gathered from the participants.

The interview guide in Appendix A consisted of ten open-ended questions. Questions 1 to 3 explored the barriers experienced by learners, their motivations, and the reasons that encouraged their engagement (Research Question 1). Questions 4 to 6 focused on teaching strategies, learning interventions, and challenges encountered (Research Questions 2 and 3). Questions 7 to 10 examined institutional support, the contributions of the program, proposals for improving implementation, and suggestions for sustainability (Research Question 3). The semi-structured format allowed the researchers to ask for clarification and elaboration of the participants' responses.

Data-Gathering Procedure

The researchers first secured permission from the school head and other concerned authorities before conducting the study. After approval, the researchers identified qualified participants and explained the purpose, scope, and procedures of the research. Informed consent was obtained from the participants, including parental or guardian

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consent and learner assent when required for minors. Interviews were then conducted using the prepared research instrument. With the participants' permission, the interviews were recorded and transcribed to ensure accurate documentation of their responses. Relevant school documents were also reviewed to provide additional information about the program's implementation. All collected information was organized, reviewed, and prepared for analysis.

Data Analysis

The gathered qualitative data were analyzed using thematic analysis. The process involved familiarization with the interview responses, transcription, coding of significant statements, identification of recurring patterns, and development of major themes. The emerging themes were organized according to the study's objectives, particularly the educational barriers experienced by learners, the role of the OHSP in promoting accessibility and flexibility, inclusive teaching practices, institutional support, and challenges in program implementation. The findings were interpreted to explain how the OHSP contributes to providing equitable learning opportunities for individuals who are unable to pursue education through the conventional schooling system.

Coding involved identifying significant statements related to each interview question and grouping similar statements into categories. These categories were then reviewed and refined into themes that answered the research questions. The themes are presented in the Results and Discussion together with supporting literature.

Ethical Considerations

The study observed ethical principles throughout the research process. Participation was voluntary, and participants were informed of their rights, including their freedom to withdraw from the study at any time without consequences. Confidentiality and anonymity were maintained by using codes or pseudonyms instead of participants' real names. Personal information and interview responses were handled responsibly and used solely for academic research purposes. Special care was exercised when dealing with minor learners and participants from vulnerable or disadvantaged backgrounds to ensure that their dignity, privacy, and well-being were protected.

Trustworthiness of the Study

To establish the credibility and reliability of the findings, the researchers employed appropriate trustworthiness strategies, including member checking, triangulation, and careful documentation of the research process. Member checking allowed selected participants to review the accuracy of their interview responses. Triangulation involved comparing information obtained from learners, teachers, administrators, and available school documents. These strategies helped ensure that the findings accurately reflected the experiences and perspectives of those involved in the OHSP.

Together, these strategies addressed the credibility and dependability of the findings, while the description of the setting, participants, and procedures allows readers to judge the transferability of the findings to similar contexts.

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RESULTS AND DISCUSSION

This section presents the results under three subtopics: prevailing barriers, intervention strategy, and response to diverse needs and circumstances. Each subtopic is discussed in terms of its emerging themes and in relation to relevant literature.

The first subtopic answers Research Question 1. The second subtopic addresses Research Question 2 and, in part, Research Question 3 through the teaching strategies, interventions, and challenges reported by the participants. The third subtopic addresses Research Question 3 through institutional support, the contributions of the program, and the proposals and suggestions for improvement and sustainability. In each theme, the participants' responses are presented first, followed by supporting literature and a discussion of what the responses imply.

Prevailing Barriers

The results on prevailing barriers are presented in three themes: educational barriers experienced, factors that motivate learners, and reasons that encourage learners. Table 1 summarizes the themes and their indicators.

Table 1. Prevailing Barriers: Themes and Indicators Reported by the Participants

Theme	Indicators reported by the participants
Theme 1: Prevailing barriers	Poverty and financial constraints; family responsibilities and household obligations; employment and livelihood commitments; geographical distance and transportation difficulties; early marriage and teenage pregnancy; lack of parental and family support; academic difficulties and low motivation; health and personal circumstances; bullying and social discrimination; inflexible schedules and conventional classroom arrangements
Theme 2: Factors that motivate learners	Flexible learning arrangements; financial considerations; second-chance education; family encouragement; career and employment opportunities; personal development; accessible learning opportunities; teacher support and guidance; achievement of personal dreams; an inclusive and supportive learning environment
Theme 3: Reasons that encourage learners	Flexible learning opportunities; the desire to finish education; employment opportunities; family encouragement; teacher support and guidance; accessible learning materials; personal development; an inclusive learning environment

Theme 1: Prevailing Barriers

The participants reported encountering prevailing barriers in several ways. Before enrolling in the OHSP, learners experienced educational barriers that hindered their ability to continue or complete their formal education through the conventional schooling system. These barriers included poverty and financial constraints; family responsibilities and household obligations; employment and livelihood commitments; geographical distance and transportation difficulties; early marriage and teenage pregnancy; lack of parental and family support; academic difficulties and low motivation; health and personal circumstances; bullying and social discrimination; and inflexible schedules and conventional classroom arrangements.

Sharifov et al. (2021) supported these findings by noting an increase in the number of people currently using distance education from non-profit e-learning institutions or e-learning organizations for self-development.

These barriers are interconnected rather than isolated. Economic constraints, household and livelihood responsibilities, and geographical distance limit learners' ability to attend regular classes, while early marriage and teenage pregnancy, health and personal circumstances, and lack of family support affect their capacity to continue. School-related factors such as bullying, social discrimination, academic difficulties, and inflexible schedules further discourage persistence. The pattern suggests that the barriers lie not only in learners' circumstances but also in the rigidity of conventional schooling arrangements, which explains why a flexible alternative such as the OHSP became relevant to them.

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Theme 2: Factors That Motivate Learners

The participants reported that several factors motivate learners to participate in the OHSP, particularly those who experience difficulties in continuing their education through the conventional schooling system. These factors included flexible learning arrangements (the opportunity to study while managing personal and family responsibilities); financial considerations (the availability of learning opportunities that may reduce transportation and other schooling expenses); second-chance education (the opportunity to return to school after dropping out or discontinuing formal education); family encouragement (support and motivation from parents, guardians, spouses, and family members); career and employment opportunities (the desire to obtain educational qualifications for better employment and livelihood); personal development (the aspiration to improve knowledge, skills, confidence, and self-esteem); accessible learning opportunities (the availability of alternative learning arrangements for learners who cannot regularly attend conventional classes); teacher support and guidance (the encouragement, understanding, and assistance provided by teachers and school personnel); achievement of personal dreams (the determination to finish secondary education and pursue higher education or other life goals); and an inclusive and supportive learning environment (the opportunity to learn without discrimination and with consideration for individual needs and circumstances).

Heng et al. (2024) added that theories and frameworks are available for enhancing motivation, modes of learning, educational tool design, and educational psychology.

The motivating factors mirror the barriers identified in Theme 1. Flexible arrangements and financial considerations respond to time, cost, and distance constraints, while second-chance education, career and employment opportunities, and the achievement of personal dreams show that learners enroll with clear aspirations. Family encouragement, teacher support, and an inclusive environment point to the importance of relatedness, which, in terms of SDT, supports sustained motivation.

Theme 3: Reasons That Encourage Learners

The participants said that several factors encourage learners to participate actively in the OHSP. These reasons included flexible learning opportunities (the ability to manage studies according to available time and personal circumstances); the desire to finish education (the aspiration to complete secondary education and obtain high school credentials); employment opportunities (better possibilities for future financial stability); family encouragement (motivation from parents, guardians, spouses, and family members to continue studying); teacher support and guidance (understanding, academic assistance, encouragement, and individualized attention); accessible learning materials (modules and other learning resources that enable learners to study despite geographical and personal limitations); personal development (improved knowledge, confidence, abilities, and self-esteem); and an inclusive learning environment (acceptance, respect, and equal educational opportunities that encourage learners to participate without discrimination).

Filgona et al. (2020) supported these findings, noting that motivating the learner to learn is pertinent to curriculum implementation and is an influential factor in teaching-learning situations. The success of learning depends on whether or not learners are motivated. Motivation drives learners in reaching learning goals, and it is important to recognize that motivating learning is a central element of good teaching.

Theme 3 overlaps with Theme 2 but emphasizes what keeps learners engaged once enrolled: the ability to manage studies around available time, accessible learning materials, supportive teachers, and an accepting learning environment. In terms of SDT, flexibility and accessible modules support autonomy, achievable learning tasks and individualized attention support competence, and encouragement from family and teachers supports relatedness. Collectively, the findings in this subtopic answer Research Question 1: the prevailing barriers to participation, engagement, and completion are financial, familial, occupational, geographical, personal, and school-related, and learners remain in the program because it offers flexibility, support, and the possibility of achieving their personal goals.

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Intervention Strategy

The results on intervention strategy are presented in three themes: teaching strategy, intervention used, and challenges encountered in implementation. Table 2 summarizes the themes and their indicators.

Table 2. Intervention Strategy: Themes and Indicators Reported by the Participants

Theme	Indicators reported by the participants
Theme 1: Teaching strategy	Learner-centered instruction; differentiated teaching; collaborative learning; individualized instruction; flexible learning approaches; modular instruction; guided discussions; practical activities; peer tutoring; interactive learning materials; real-life applications of lessons; regular feedback; individual consultations; remediation; integration of digital resources; flexible submission schedules
Theme 2: Intervention used	Differentiated instruction; self-learning modules; flexible learning schedules; individualized learning support; remedial and enrichment activities; peer-assisted learning; technology-assisted learning; guidance and counseling services; home-based learning support; continuous assessment and feedback
Theme 3: Challenges encountered in implementation	Learners: financial limitations, family responsibilities, and independent learning. Teachers: instructional, monitoring, and workload difficulties. School administrators: resource constraints, program coordination, and institutional sustainability

Theme 1: Teaching Strategy

The participants reported using learner-centered instruction, differentiated teaching, collaborative learning, individualized instruction, and flexible learning approaches that recognize learners' different abilities, interests, learning paces, and personal circumstances. Other strategies included modular instruction, guided discussions, practical activities, peer tutoring, interactive learning materials, and real-life applications of lessons to make learning more meaningful and accessible, as well as regular feedback, individual consultations, remediation, the integration of digital resources, and flexible submission schedules.

The participants added that through these strategies, teachers create an inclusive, supportive, and learner-friendly environment where every student is given an opportunity to participate, develop their abilities, and achieve educational success. These strategies can help learners balance their studies with family responsibilities, employment, and other personal commitments.

Abulhul (2021) added that teaching strategies are the long-term plans, approaches, and structured tactics that teachers use to reach learning objectives and engage students. There are various teaching methods and learning styles, and these methods mostly focus on students' learning capacities for better understanding and engagement. Educational principles and pedagogy focus on the type of students' learning, the type of teaching tool, and the classroom environment. These three aspects can help students and instructors facilitate the learning process and make it easily absorbable.

The strategies reported combine learner-centered and differentiated approaches with practical supports such as modular instruction, peer tutoring, regular feedback, and flexible submission schedules. This combination indicates that teachers in the program adapt both instruction and assessment to learners' circumstances. It reflects the principle, discussed earlier, that education should adapt to learners rather than expecting learners to adjust entirely to conventional educational systems.

Theme 2: Intervention Used

The participants reported that the OHSP employs various learning interventions to address the diverse educational needs, abilities, interests, and personal circumstances of learners. These interventions are designed to provide flexible, accessible, and inclusive learning opportunities, particularly for students who cannot regularly attend

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conventional classroom instruction. The interventions included differentiated instruction (providing varied teaching approaches and learning activities based on learners' abilities, interests, and learning needs); self-learning modules (delivering printed or digital instructional materials that allow learners to study independently at their own pace); flexible learning schedules (allowing learners to accomplish learning activities according to their availability and personal responsibilities); individualized learning support (conducting one-on-one consultations and providing personalized assistance to learners experiencing academic difficulties); remedial and enrichment activities (offering additional lessons for struggling learners and advanced activities for those who demonstrate higher learning capabilities); peer-assisted learning (encouraging learners to collaborate, share knowledge, and support one another in accomplishing learning tasks); technology-assisted learning (using mobile phones, online resources, educational videos, and digital communication platforms when accessible); guidance and counseling services (providing emotional, motivational, and personal support to learners experiencing difficulties that affect their education); home-based learning support (providing learning assistance and monitoring for learners who face transportation, distance, family, or other accessibility challenges); and continuous assessment and feedback (monitoring learners' progress through activities, portfolios, performance tasks, and regular teacher feedback).

Fernández et al. (2024) supported these findings by underscoring the key role that early childhood educators play in preparing diverse students who receive early intervention services in inclusive settings.

The interventions form a layered support structure. Instructional interventions (differentiated instruction, self-learning modules, remedial and enrichment activities), access-oriented interventions (flexible schedules, technology-assisted learning, and home-based learning support), and relational interventions (individualized support, peer-assisted learning, guidance and counseling) work together with continuous assessment and feedback. This layered structure corresponds to the Inclusive and Flexible Learning Support Model proposed in this study, which likewise integrates modular materials, individualized learning plans, academic coaching, and monitoring.

Theme 3: Challenges Encountered in Implementation

The participants reported that learners struggle with financial limitations, family responsibilities, and independent learning; teachers face instructional, monitoring, and workload difficulties; and school administrators deal with resource constraints, program coordination, and institutional sustainability. The participants said that addressing these interconnected challenges requires responsive policies, adequate resources, flexible instructional approaches, strengthened school-community partnerships, and continuous learner support to make the OHSP more accessible, inclusive, and effective.

Yañez et al. (2025) supported these findings, reporting that the implementation of the OHSP in the Philippines faces major hurdles centered on resource shortages, student motivation, instructional time, and technological access.

The challenges are distributed across the three participant groups, which shows that implementation issues are shared rather than the responsibility of one party. Learners' difficulties with finances, family responsibilities, and independent learning link directly to the barriers in the first subtopic; teachers' instructional, monitoring, and workload difficulties highlight the demands that individualized support places on teachers; and administrators' concerns about resources, coordination, and sustainability point to the need for institutional commitment. Taken together, the findings in this subtopic respond to Research Questions 2 and 3: the strategies and interventions used are learner-centered and flexible, but their effectiveness is constrained by resource, monitoring, and workload limitations that require institutional and community support.

Response to Diverse Needs and Circumstances

The results on the response to diverse needs and circumstances are presented in four themes: institutional support, contribution to learner education, proposal for improving implementation, and suggestion for sustainability. Table 3 summarizes the themes and their indicators.

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Table 3. Response to Diverse Needs and Circumstances: Themes and Indicators Reported by the Participants

Theme	Indicators reported by the participants
Theme 1: Institutional support in inclusive learning	Learning resources; flexible learning arrangements; teacher support and guidance; administrative support; financial and material assistance; psychosocial support; parent and community involvement; an inclusive learning environment
Theme 2: Contribution to learner education	Educational participation; personal development; academic progress; social empowerment
Theme 3: Proposal for improving implementation	Strengthen flexible and learner-centered learning modalities; enhance teachers' capacity for inclusive instruction; establish stronger learner support and monitoring systems; strengthen community and family partnerships; improve access to learning resources and technology; provide financial and material assistance; strengthen monitoring, evaluation, and accountability; promote inclusive, safe, and culturally responsive learning environments
Theme 4: Suggestions for sustainability	Strengthen institutional support; provide continuous teacher development; improve learning resources and facilities; establish stronger community partnerships; strengthen learner monitoring and support systems; promote inclusive and flexible learning approaches; provide financial and material assistance; strengthen program evaluation and development; encourage parental and community involvement; institutionalize best practices and success stories

Theme 1: Institutional Support in Inclusive Learning

The participants said that the institution provides various forms of support and resources to ensure that learners enrolled in the OHSP have equal opportunities to access, participate in, and complete their education despite their different personal, social, economic, and educational circumstances. The forms of support included learning resources (the provision of printed modules, activity sheets, textbooks, digital learning materials, and other instructional resources); flexible learning arrangements (flexible schedules, independent learning opportunities, and alternative arrangements for learners with work, family, or personal responsibilities); teacher support and guidance (academic consultations, remediation, individualized instruction, progress monitoring, and continuous feedback); administrative support (school leadership, program supervision, resource allocation, policy implementation, and coordination of OHSP activities); financial and material assistance (access to available school supplies, learning materials, and assistance programs for financially disadvantaged learners); psychosocial support (guidance services, counseling, encouragement, and interventions addressing learners' emotional and social needs); parent and community involvement (partnerships with parents, local government units, community organizations, and other stakeholders to support learners' educational needs); and an inclusive learning environment (equal treatment, respect for individual differences, non-discrimination, and opportunities for all learners to participate in educational activities).

Obquia and Escarlos (2026) supported these findings, describing institutional support as the formal policies, infrastructure, training, and resources provided by educational institutions to ensure equitable access and participation for learners with diverse needs.

The forms of support reported cover the academic, material, psychosocial, administrative, and community dimensions of the program. This breadth suggests that inclusive learning in the OHSP is understood not merely as the provision of modules but as a system of support that reaches learners' academic, emotional, and economic circumstances.

Theme 2: Contribution to Learner Education

The participants identified key contributions of the OHSP in four areas: educational participation (promoted access, enrollment, attendance, engagement, retention, and continuation of schooling); personal development (strengthened self-confidence, independence, discipline, perseverance, responsibility, and motivation); academic

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progress (developed knowledge, literacy, numeracy, competencies, academic achievement, and opportunities for educational completion); and social empowerment (encouraged equal opportunities, social inclusion, family participation, and community involvement). The participants said that the OHSP demonstrates that education should not be limited by age, economic status, geographical location, or personal circumstances. Rather, it should serve as an inclusive opportunity that empowers every learner to discover their potential, overcome barriers, and build a better future through education.

Szőköl et al. (2025) added that education accompanies people throughout their lives. Acquiring new knowledge, skills, and experience is not confined to a few years of formal study; it is a lifelong endeavor in which people continually strive to improve, enhance their efficiency, gain deeper insights, explore new ideas, and broaden their experiences.

The contributions reported cover participation, personal development, academic progress, and social empowerment. The participants' accounts therefore extend the value of the program beyond the completion of secondary education to the development of confidence, independence, discipline, and social inclusion, which are consistent with the SDT needs of autonomy and competence and with the lifelong learning perspective of Szőköl et al. (2025).

Theme 3: Proposal for Improving Implementation

The participants proposed to strengthen flexible and learner-centered learning modalities; enhance teachers' capacity for inclusive instruction; establish stronger learner support and monitoring systems; strengthen community and family partnerships; improve access to learning resources and technology; provide financial and material assistance to disadvantaged learners; strengthen monitoring, evaluation, and program accountability; and promote inclusive, safe, and culturally responsive learning environments. The participants said that improving the implementation of the OHSP requires more than providing alternative learning arrangements; it demands a responsive, inclusive, and compassionate educational system that recognizes the diverse circumstances and aspirations of every learner.

Cruz and Vargas (2021) supported these findings, noting that the program is both a dropout reduction intervention and an important mechanism in attaining the Department of Education's Education for All (EFA) goals. It serves as one of the tools to combat the growing number of out-of-school youth in the country.

The proposals for improving implementation correspond closely to the challenges reported earlier. Calls for improved access to learning resources and technology, financial and material assistance, teacher capacity building, and stronger monitoring address the resource, workload, and monitoring difficulties identified in the second subtopic, and they are consistent with the components of the proposed Inclusive and Flexible Learning Support Model.

Theme 4: Suggestion for Sustainability

The participants suggested several measures for the sustainability of the program: strengthening institutional support; providing continuous teacher development; improving learning resources and facilities; establishing stronger community partnerships; strengthening learner monitoring and support systems; promoting inclusive and flexible learning approaches; providing financial and material assistance; strengthening program evaluation and development; encouraging parental and community involvement; and institutionalizing best practices and success stories. The participants emphasized that the sustainability of the OHSP requires a strong commitment from school administrators, teachers, parents, community stakeholders, and educational institutions.

Cena and Corpuz (2024) supported these findings, indicating that the effectiveness of the program rests on the strong capacity of its implementers. Successful implementation requires participation in the academic program, which underlines the pivotal role that teachers assume, not only in executing the program but also in furnishing invaluable assistance to the students.

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Collectively, the findings in this subtopic respond to Research Question 3. The existing teaching strategies and learning support mechanisms respond to learners' diverse needs through flexibility, individualized assistance, and institutional and community support, and the participants' proposals and suggestions indicate that continued teacher development, resource provision, monitoring, and partnerships are needed to sustain this responsiveness.

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CONCLUSIONS AND RECOMMENDATIONS

Findings

Based on the results of the study, the following findings were obtained:

1. The participants reported that learners faced barriers before enrolling in the OHSP, namely poverty and financial constraints, family responsibilities, employment and livelihood commitments, geographical distance, early marriage and teenage pregnancy, lack of family support, academic difficulties and low motivation, health and personal circumstances, bullying and social discrimination, and inflexible conventional schedules.

2. Learners were motivated and encouraged to participate by flexible learning arrangements, financial considerations, second-chance education, family encouragement, career and employment opportunities, personal development, accessible learning materials, teacher support and guidance, the achievement of personal dreams, and an inclusive and supportive learning environment.

3. The teaching strategies used included learner-centered instruction, differentiated teaching, collaborative and individualized instruction, flexible learning approaches, modular instruction, guided discussions, peer tutoring, regular feedback, individual consultations, remediation, digital resources, and flexible submission schedules.

4. The interventions used included differentiated instruction, self-learning modules, flexible schedules, individualized learning support, remedial and enrichment activities, peer-assisted learning, technology-assisted learning, guidance and counseling, home-based learning support, and continuous assessment and feedback.

5. Learners struggled with financial limitations, family responsibilities, and independent learning; teachers faced instructional, monitoring, and workload difficulties; and school administrators dealt with resource constraints, program coordination, and institutional sustainability.

6. Institutional support took the form of learning resources, flexible learning arrangements, teacher support and guidance, administrative support, financial and material assistance, psychosocial support, parent and community involvement, and an inclusive learning environment.

7. The program contributed to educational participation, personal development, academic progress, and social empowerment.

8. The participants proposed strengthening flexible learning modalities, teacher capacity, learner support and monitoring, partnerships, resources and technology, assistance for disadvantaged learners, and program accountability, and suggested sustaining the program through institutional support, continuous teacher development, improved resources, community partnerships, program evaluation, and the institutionalization of best practices.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Learners in the OHSP face multiple, interconnected barriers that are financial, familial, occupational, geographical, personal, and school-related, and the flexibility, support, and inclusiveness of the program are what motivate and encourage them to continue their education.

2. Learner-centered, differentiated, and flexible teaching strategies and interventions, supported by modules, feedback, counseling, and peer and home-based learning, are the means by which the program responds to these barriers.

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3. The program responds to the diverse needs and circumstances of learners through institutional, psychosocial, material, and community support, and it contributes to educational participation, personal development, academic progress, and social empowerment.

4. The effectiveness and sustainability of the program are limited by resource, monitoring, and workload challenges and therefore require continued institutional commitment, teacher development, and partnerships with families and communities.

Based on the findings, this study highlights the significant role of the OHSP in providing accessible, flexible, and inclusive educational opportunities for learners who face various challenges in pursuing formal education. It demonstrates that education should not be limited by age, financial circumstances, geographical location, personal responsibilities, or individual learning needs. Through flexible learning arrangements, appropriate instructional strategies, teacher support, and community involvement, the program provides alternative pathways for learners to continue their education, develop their knowledge and skills, and achieve their academic aspirations.

Furthermore, the success of the OHSP depends on the collective commitment of school administrators, teachers, parents, local government units, and community stakeholders. Strengthening learning resources, providing continuous monitoring and guidance, improving instructional delivery, and addressing the diverse needs of learners are essential to ensuring the program's effectiveness and sustainability. The program must also continue to promote an environment where every learner feels respected, valued, supported, and empowered to succeed regardless of their circumstances.

Ultimately, the OHSP is more than an alternative educational delivery system; it is an instrument of hope, empowerment, and social transformation. It breaks the barriers that prevent individuals from accessing quality education and reinforces the principle that every learner deserves an opportunity to learn, grow, and achieve their dreams. Education becomes truly inclusive when no one is left behind, and every individual is given a fair chance to build a better future through lifelong learning.

Recommendations

Based on the objectives and significance of the study, the following recommendations are proposed to strengthen the implementation and sustainability of the OHSP as an effective approach to promoting inclusive and accessible education. The program should be continuously strengthened and sustained as an alternative pathway toward inclusive, equitable, and quality education. Its implementation should go beyond providing flexible learning opportunities by addressing the underlying barriers that prevent learners from accessing, participating in, and completing their education. Therefore, school administrators, teachers, parents, community stakeholders, and education authorities must work collaboratively to ensure adequate resources, responsive teaching strategies, learner support services, and sustainable program management. Through these collective efforts, the OHSP can become a meaningful educational intervention that empowers marginalized and disadvantaged learners to overcome challenges, fulfill their aspirations, and achieve lifelong learning opportunities.

Specifically, the following recommendations are made:

1. **School Heads and Administrators.** Strengthen institutional support for the program, allocate resources for learning materials, facilities, and learner support services, institutionalize monitoring, evaluation, and program accountability, and document and institutionalize best practices and success stories.

2. **Teachers.** Continue learner-centered, differentiated, and flexible instruction, conduct regular learner profiling and needs assessments, provide individualized consultations, remediation, and timely feedback, and participate in continuous professional development on inclusive instruction.

3. **Parents and Guardians.** Encourage and support learners enrolled in the program, assist their independent study at home as far as possible, and maintain regular communication with teachers.

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4. **Local Government Units and Community Stakeholders.** Establish partnerships that provide financial and material assistance, learning resources, access to technology, and community-based support for OHSP learners.

5. **Education Authorities.** Provide policy support, adequate resources, teacher training, technology access, and monitoring frameworks that sustain the OHSP as an inclusive alternative pathway.

6. **Future Researchers.** Conduct similar studies in other schools, test the effectiveness of the proposed Inclusive and Flexible Learning Support Model, and use approaches that examine learner outcomes over time.

Ultimately, education should never be limited by poverty, distance, age, or personal circumstances. The OHSP must serve as a bridge of hope and opportunity, ensuring that every learner is given a fair chance to learn, succeed, and build a better future.

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