



RESEARCH PAPER

Impact of Accelerated Learning Programs (ALPs) to Achieve Sustainable Development Goals (SDGs) Targets in District Quetta

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PAPER INFO	ABSTRACT
<p>Received: February 24, 2022</p> <p>Accepted: June 02, 2022</p> <p>Online: June 04, 2022</p> <p>Keywords: Academic performance, Accelerated Learning Program (ALP), Out of School Children (OoSC) , Students Learning Outcomes (SLOs), Sustainable Development Goals (SDGs),</p> <p>*Corresponding Author: Imran.research@outlook.com</p>	<p>This study analytically assesses the impact of Accelerated Learning Program (ALP) centers to achieve Sustainable Development Goals (SDGs), academic performance of students, and increasing ratio of mainstreamed students in traditional schools after completing their primary education in district Quetta. The ALP centers are providing access and quality education to out of school children (OoSC), dropouts and at-risk children. This study presents the novel data of 200 students from 20 ALP centers. The ALP centers and students were selected through simple random sampling for primary data collection, while source of secondary data was also analyzed to result the main objectives of this study. The primary data was collected through self-administered questionnaire to assess the academic performance of students. The findings show that ALP centers are improving to achieve SDG targets, providing quality education, student's learning outcomes and academic performance that meet the desired criteria and the transition of students to traditional schools moderately after completing primary education. The conclusion of this study implies that ALPs are improving access education, Quality education and eliminates gender disparities according to SDG targets. It is recommended that students learning outcomes (SLOs), academic performance of students need to improve via improving instructional methods. It is also recommended that the policy of transition of students into traditional schools must be reviewed by educational experts and researchers.</p>

Introduction

The objective of providing basic and quality education to all was established in 1990 at the World Conference on Education for All (WCEFA) in Jomtien, Thailand (WCEFA, 1990), and was reaffirmed in 2004 at the World Education Forum in Dakar, Senegal. Furthermore, the United Nations' (UN) fourth sustainable development goal (SDG) target No.4 refers to quality education (United Nations, 2017). Despite these and other initiatives, the global educational numbers remain alarming. SDG indicator 4.1.4 especially focuses on Out of School children rate in primary, elementary and lower & upper secondary education. Institute for Statistics (UIS), UNESCO states that around 616.9 million school going age children globally do not complete least capability stages of basic literacy and numeracy (UIS, September 2017, p. 1). According to UIS's recent data on out-of-school children (OoSC), published in February 2018, "little progress had been made in reducing the number of OoSC globally (UIS, February 2018, p. 1). In 2016, around 264 million children and

adolescents were out of school. But after the global pandemic COVID-19 the number of OoSC increases and not estimated accurately yet. Pakistan has the second-highest rate of OoSC with an estimated 22.8 million children across all ages. Furthermore, data on these OSC populations shows that, while gender discrepancies have improved in some areas, they remain a serious concern in others.

According to Howard Gardner's 1983 theory of multi intelligences people can learn in a variety of behaviors and systems which are emotional, social, physical, reflective, and cognitive learning systems. With the passage of time new research studies conducted in the field of education, neuroscience and psychology which became mandatory, this concept developed by smith 2003. Smith (2003) simplified the basic theory of multiple intelligences in the mid-1990s and early 2000s by suggesting exceptional types of learning and combining his own research with previous studies to build an accelerated learning cycle. Accelerated learning in this cycle was not about speeding up the learning and supporting students in reaching to higher levels of performance faster, as the original concept suggested. Instead, the emphasis was on more efficient and in-depth learning (Charlick, 2004; Longden, 2013). Condensed or compressed curriculums were first used in efforts to assist developing nations in achieving the Millennium Development Goals (MDGs) (Menendez, Ramesh, Baxter, & North, 2016). This modified methodology was used to construct and run coordinated alternatives or supplementary educational activities in a range of educational contexts. Alternative/complementary education programs are available in a variety of formats and under a variety of names all around the world. Accelerated Education Programs (AEPs) and Accelerated Learning Programs (ALPs) are the two most commonly used terms. The United Nations formed the Accelerated Education Working Group (AEWG) to improve the quality of accelerated education programs, and it defines an AEP as follows: AEPs (Accelerated Education Curriculum) are age-appropriate, flexible curricula that move at a faster pace. The goal is to provide learners with a verified and comparable basic education to that provided by the formal education system. 2018 (ECCN, USAID) While some researchers differentiate between AEPs and ALPs, the majority use the words interchangeably. For the sake of consistency, we'll refer to these programs as Accelerated Learning Programs, or ALPs, for our own research study.

An ALP's major goal is to inspire students to complete their studies at a faster pace. It could imply advancing pupils through a school system faster than typical educational design which can handle in the case of elementary or secondary schools. It's vital to remember that AL Programs are often a sort of complementary education, which means that the program aims to achieve the identical objective on completing as a formal government education system but in a shorter amount of time. These programs are complementary in that they provide a less time-consuming choice while also aligning their curriculum with the regular education system's formal curriculum. As a result, children who take part in these programs will eventually be able to return to conventional classrooms.

OoSC suffer deep-rooted structural inequities, including disparities based on gender, geography, ethnicity, and socioeconomic status. 65% of disadvantaged children in Balochistan never attend school. According to data from the Balochistan Education Management Information System (BEMIS 2017-18), more than 60% of girls are OoSC. Children from remote and rural areas belong from the poorest wealth quintile, and children from ethnic minority groups make up the majority of Pakistan's excluded children.

There is lack of evidence in our local context about the quality, accessibility and free education at ALPs centers. There is not a single finding about the OoSC ratio, their enrollment in ALPs. Beside this, a key challenge is to find out that what extent these ALPs are indiscriminative and reducing disparities. In post COVID era, the economics strains

affected the poor masses to a great extent and currently a number of ALPs center are closed and due to this, the literacy rate and accessibility to basic education falling.

Currently several ALP model exists in the world which focuses and targets the most deprived communities , marginalized societies , IDPs, migrants etc. to provide access to basic education to those who are deprived from their basic and universal right to education. Especially numbers of programs are initiated for OoSC throughout the world. An ALPs model has supported the societies with less literacy rate and enrollments throughout the world.

This research study assesses the ALP model and ALP centers established by UNICEF in august 2014. These ALP centers provide primary education into three years to (9-13) age group. The ALP uses a condensed primary syllabus divided in packages of 6 semesters. The students' examinations are conducted via Balochistan Education Assessment Center (BEAC) and ALP teachers are trained by Provincial Institute of Teacher Education (PITE). After completing primary education in three years the students are transited / mainstreamed to traditional schools from ALP centers.

The study focuses on suitable design of accelerated education / learning for OoSC in ALP centers established in IDPs camps, high risk areas , Migrated communities , areas where there are no schools, most deprived communities across the affected regions. Accessibility and quality of teaching and learning at ALP centers, strategies for teachers training and provision of safe and conducive education were the major focus areas of this study.

Literature Review

Accelerated Education (AE) has always provided learners with equivalent competencies for learning new content that had not been developed in any traditional education settings. Smith and Thomason (2014), "states that the excessive dropouts and low commencement rates, developing discipline difficulties and marginalization of students expresses that the usual college setting is now not high-quality for educating many of the school students in today's society" (p. 111). It is imperative for the school to distinguish learners' psychological development through the methods of studying children that allow learners to access an age-appropriate education. "Functioning with some autonomy outdoor of normal education, choice colleges and programs have the self-determination to enhance new educational approaches and concurrently behavior credible research which then can be public inside the learning community" (Cable, Plucker, & Terry, 2009, p. 1). A frequent effect involving the alternative training is that it sounds similar to an ample approach to address needs. Caroleo (2014) elevates various questions for new superior tactics by using accumulation "some literature discusses that the mastering probability being presented in alternative training applications is inferior associated to that of regular schooling programs, therefore producing a chance for these appearing" (Caroleo, 2014, p. 39).

ALPs in Developing World

The model of accelerated learning was proposed by Smith (2013) which was eventually modified for use in emergency contexts, such as crises or conflicts by agencies and governments working in developing countries (Menendez et al., 2016). At the start, these agencies and governments used expedited processing for employment. On the other hand, they were not able to design the original model for improving their educational performances in such emergencies due to a shortage of professional educators, productive materials, updated curriculum, and poor governance (Buckland, 2006 and Menendez et al. 2016). The accelerated learning cycle was updated in some countries reducing (1)

curriculum materials (2) teaching methodologies, and (3) class timings. According to archives, the Liberia Ministry of Education was the first to establish this new curriculum model in 1999 (Manda, 2011). The model was adapted and spread intelligently with some similarities and differences in various countries.

The majority of Accelerated Education Program (AEPs) in poor nations were developed in reaction to a lack of educational opportunities for reasons of diversity in their educational settings (Menendez et al., 2016, p.5). In emergency contexts, the aim of Accelerated Education Program (AEPs) is more contextualized than the general purpose grounded in the principles of accelerated learning. As a comparative example, study the Afghanistan Primary Education Program (APEP) and the Brazil Accelerated Learning Program. The Afghanistan Primary Education Program (APEP) was carried out in Afghanistan as a post-crisis initiative “targeting an underserved population, with a special emphasis on females who are unable to attend school.” The program covered two grades in a single year, allowing students who were removed from school owing to crisis to catch up with their peers. On the other hand, the Brazil ALP was executed in 1996 to address the significant percentage of Brazilians who were illiterate due to high rates of overage students in the country's primary schools, which resulted in a high percentage of repetition "leading to 44.5% of primary school students in 1995 is at least two age-grades behind where they should be" (Longden, 2013, p.15). Students were required to participate in this program - more than one grade level can be fast-tracked in a school year with the help of supplementary coursework, more than one grade level can be fast-tracked throughout a school year.

The design and structure of an ALP differs depending on how it operates its curriculum and teaching time, resulting in a degree of acceleration. The majority of program base their curriculum and instructional time on certain environmental considerations. For example, APEP in Afghanistan was able to achieve their proportion of acceleration (two classes in a single academic year) by doing homework's of students over the holidays and over a lengthier academic year, allowing students to complete maximum homework in less consuming time increasing the length of separate sessions. Evidence from numerous ALPs indicates that aberrations of this sort are typical in underdeveloped countries, according to the Menendez et al. (2016) program comparison report. These design considerations have an impact on the pace of acceleration achieved as well as the program's overall duration.

The purpose and design of an ALP determine how long it lasts. Some programs are only in place for a limited time, such as when an ALP is implemented in reaction to a crisis. e.g the APEP program in Afghanistan, which were launched in reaction to violence and ran from 2003 to 2006 (Intili, Kissam, & St. George, 2006), was a short-term initiative. The initiative was scheduled to end once the designated children had finished the entire primary cycle. Only a small percentage of ALPs are ongoing initiatives. The Brazil ALP, which has been in place since 1996, is an example of an ongoing program. Complementary Basic Education in Malawi and Ghana are two other long-term efforts presently in place (Jere, 2012; Longden, 2013). An ALP should, in theory, endure as long as it takes to achieve its objective. Government pressures, donor pressures, and unanticipated situational hurdles (e.g., new or recurring conflicts, natural disasters, etc.) all have a role in the ALP's long-term survival. In some circumstances where the program changed with the requirements of its people, the duration of an ALP may be extended to allow for numerous cycles.

Access to Education

Typically, the data of enrollments are used to assess the parameters of educational access. Some reviews present general statistics of enrollment of their programs while some

reviews present data from numerous time points over the course of the program's lifespan. ALP enrollment rates are frequently compared to traditional school enrolment rates in local reporting. The same can be stated for graduation and dropout rates. The Bangladesh Rural Advancement Committee (BRAC) initiative, according to an EQUIP2 case study², enrollment rates in primary increased steadily from less than 1% to 8% in 2004. The report also indicated a 96 percent attendance rate and a 90 percent completion rate, compared to 61 percent and 70 percent for government schools, correspondingly stated Chabbott & Schuh Moore, 2006). When (Haque and Ahmed 2011) examined the influence of the BRAC program on Bangladesh's total primary school enrolment rate, they reported that the rate of OoSC has reduced from 23% to 13% in twenty years i.e 1988 to 2008. However, because numerous extra programs for educational provision were launched at the same time, it's impossible to credit this reduction only to the BRAC program (Ahmad & Haque, 2011).

Learning Outcomes

Complex considerations go into determining if ALPs increase learning outcomes for their intended demographic. Average data on some form of internal data is frequently included in their learning outcomes. Ethiopia's Accelerated Schools are an example of this, where students performed better than their peers in reading and math tests.

ALP Impact on Traditional Schooling

Between ALPs and regular schools, there is a potential for conflict. An ALP is supposed to complement the existing school system and serve a different target group. It is vital to study its impact on traditional school enrolment to determine whether it has crossed the line between complementing and undermining the official education system.

Theoretical Framework of the Study

The research model of this study fundamentally indicates and measures the academic performance of students at accelerated learning program centers academic scores of examinations conducted by BEAC and researchers assessment. The quality of ALP centers, transition of ALP students to traditional schools after completing primary education.

Impact of Accelerated Learning Program (ALP) Centers to Achieve Sustainable Development Goals (SDGs) in District Quetta.

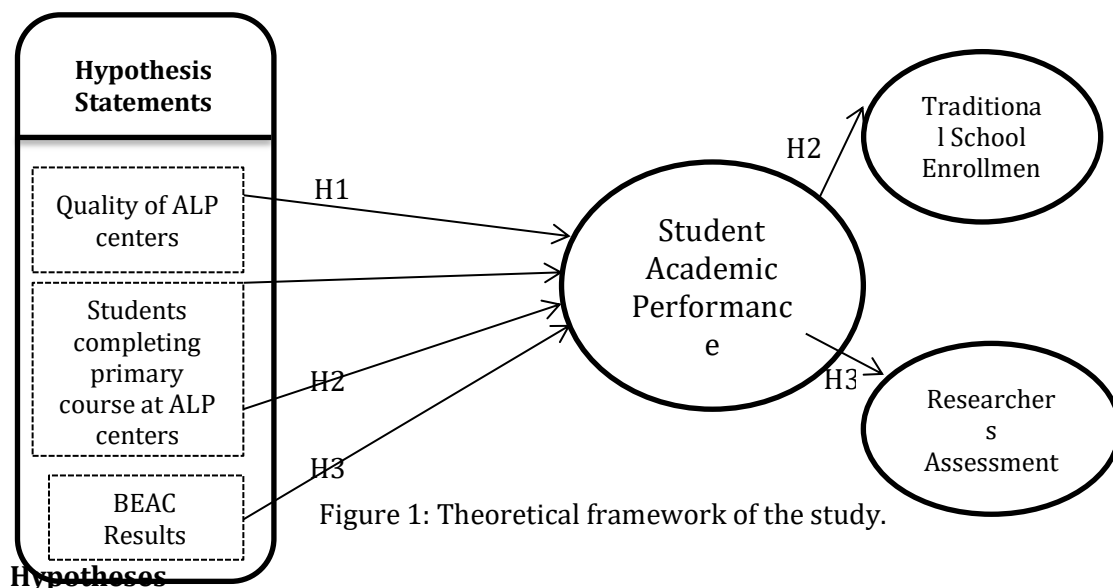


Figure 1: Theoretical framework of the study.

The following hypotheses are formulated to measure the main objective and research questions of this study.

- H1: Quality of ALP centers has a significant impact on Student academic performance.
- H2: Students completing primary course at ALP centers has a significant impact on traditional school enrollment.
- H3: Student academic performance moderates the relationship between Balochistan education Assessment Center (BEAC) results and researcher assessment.

Design of the Study

The nature of this study was explanatory and mixed. Primary data was collected from ALP students, teachers and key informants while secondary data was also utilized for study objectives. Primary data was collected from students while secondary data was get through BEAC, mainstreamed students from Education Management information system EMIS and Non formal education management information system NFEMIS. Qualitative data was collected through semi-structured interviews through high officials of education department, ESP, ALP and head teachers of governments.

The populations of this study were ALP students and Key informant of the program. 200 students were selected from 20 ALP centers of district Quetta for primary data collection.

The primary data was collected through a structured questionnaire to measure the data of students' academic performance. Secondary data was get through the EMIS, NFEMIS In this research study the data collection tools were questionnaires for students and interview schedules for KIIs. The aim of the data collection questionnaire was to categorize the quality education provisions of ALP Centers for OoSC, dropout children, and to assess the impact of academic performance of the enrolled students at ALP centers. Interview schedules were utilized to record the responses of the KIIs. Students enrolled in the ALP centers were selected for data collection via simple random sampling. The interview schedules of KIIs were conducted at provincial, district level and concerned headmasters of secondary schools respectively. Individual questionnaires, key informant interviews (KII), FDGs focus group discussions, and researcher personal observations were used to collect data.

The questionnaire administered for the study was based on the review of the related literature for the independent, dependent and moderating variable (s) from various researchers.

The questionnaires for primary data collection were mixed in nature. Quantitative data was collected from students while qualitative data was collected from KIIs and FDGs. The student's questionnaire was scaled via a 5 points likert scale assessing the agreement level in questionnaire from 1-5. Scale 1 presents strongly agree level and scale 5 presents strongly disagree option while scale 3 measures as neutral. Some portions are scales dichotomous (Yes/No). And some portions are scales with reference to the nature of statements. For the general information and demographics a dichotomous scale was utilized in the questionnaire.

The demographic section includes the geographical area of ALP, nature of area, basic information's, population, gender of participants, ethnicity, qualifications and other necessary details.

The collected data was analyzed through the statistical package for social science “SPSS” version-25, STATA and SMART-PLS-3.

The collected data was analyzed in form of descriptive statistics, correlations, P-test and T-test.

The analyzed data is presented in the form of meaningful tabulations and explanations.

The analyzed data is presented and portioned against each set of objectives of this study.

Data Analysis

The collected data was analyzed through SPSS version-25 and SMART-PLS3. The primary and secondary analyzed data is presented against each research objective / research question and proposed hypothesis of the study for detail explanations.

Table 1
Sample Characteristics

Demographic	Category	Frequency	Percentage
Gender	Girls	124	62
	Boys	76	38
Age (In years)	9 Years	62	31
	10 Years	52	26
	11 Years	34	17
	12 Years	24	12
	13 Years	28	14
Class	Package A	68	34
	Package B	80	40
	Package C	52	26
Academic Score	Less than 50%	40	20
	50%-74%	112	56
	75% and above	48	24

Note. n = 200

The descriptive statistics were analyzed through statistical package for social sciences SPSS version-25. The descriptive analysis of the study presents the general information include the gender, age, education / Class and their academic score of the participants of this study. 62% of the participants were boys and 38% were girls. The data shows that 48 students secured more than 75% and above, 112 students secured 50% - 75% and 40 students secured less than 50%.

Table 2
Mainstreamed students to traditional schools after completion primary course at ALP

Year	Completed Primary Course	Mainstreamed in Traditional Schools
2018	2651	1418
2019	139	186
2020	1732	323
2021	804	641
2022	122	21

*Impact of Accelerated Learning Programs (ALPs)
to Achieve Sustainable Development Goals (SDGs) Targets in District Quetta*

Year is not mentioned in NFEMIS Software (2015-17)	650	542
Total	6098	3131

Table (2) presents the results of students completed their primary course at ALP centers and the results of mainstreamed students after completing their primary education from ALP centers. The results indicates that 6098 students completed their primary education successfully at 3131 succeeded students were mainstreamed in traditional schools throughout the province. 7551 students currently enrolled in ALP centers are waiting for their examination results which are not included in the upper mentioned data. Of these more than 700 students are currently enrolled in ALP centers of Quetta district.

**Table 3
Currently enrolled ALP students waiting for their BEAC result.**

S	District	Enrollment Detail											Grand Total	
		Package B			Package C			Package D			Package E			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		Total
5	Quetta	0	0	0	286	339	625	24	0	24	36	19	55	704
	Balochistan	22	0	22	4647	2803	7450	24	0	24	36	19	55	7551

Table (3) presents that data of currently enrolled students at ALP centers. The results show that 7551 students are currently enrolled in different district where UNICEF has established ALP centers. Of these approximately 700 students are enrolled in the study district.

**Table 4
Results of the hypothesis**

S#	Hypotheses	sample	mean	Std.dev	T-value	P-value	Supported
H 1	Q(ALP) -> SAP	0.179	0.181	0.044	3.891	0.001	Yes
H 2	SCPC(ALP) -> TSE	0.127	0.129	0.054	2.879	0.002	Yes
H 3	SAP X BEAC(R) -> Researcher (R)	-0.039	-0.041	0.024	1.769	0.037	Yes

Table 4 presents the results of the proposed hypothesis of this study. The result indicates that all of the three proposed hypothesis are supported and significant.

The sustainable Development Goal 2030 to provide free, equitable and inclusive education for all. SDG target 4.1.4 indicates the rate of OoSC to be reduced by 2030 throughout the globe. Access education and provision of quality education, discrimination in education are the major indicators of SDG target 4 i.e Quality education.

The main purpose of Accelerated Learning programs are to provide opportunity to those children's who has missed their first chance of education, provide access and quality education to OoSC to meet the targets of SDG 2030.

ALPs in Balochistan since2014 have successfully completed their five batches of students. 4% of the OoSC are enrolled in various ALP models. 3131 students are mainstreamed in traditional school after completing their primary course at ALPs. ALPs access education to vulnerable community to achieve SDG targets.

ALP offers condensed syllabus course to its enrolled learners. Provision of quality education is the main aim of accelerated Learning Program centers. 200 students were

assessed in 20 ALP centers of Quetta district. The academic performance of the students enrolled at ALP centers was assessed through the previous academic results. The ALP student's examinations are being conducted by Balochistan Education Assessment Center (BEAC). BEAC conducts the primary examinations throughout the province in government and private sector schools. The results present that ALPs improve the academic performance of the students. More than 95% of the students passed with 60% marks. The students' academic performance was also assessed by structured questionnaire. The results were compared with BEAC results. The currently enrolled students at ALP centers have been decreased as compared to last two years. The main reason for decreasing enrollments at ALP centers are the impacts of COVID-19 and lack of donor funds. The COVID-19 impacts have increased the rate of drop outs in traditional schools as well as in AL programs throughout the world. Thus number of students dropped out at various primary packages at ALP, these dropouts' results in closure of several ALP centers in Quetta district specifically. The second major reason for decreasing enrollments at ALP is the provision of sufficient funds to AL programs. The donor of accelerated programs has limited the financial aids, thus the number of ALP centers has been decreased in the district. The ALP administrators are not able to expand the programs due to lack of allocating sufficient funds for the programs. These reasons result in dropouts of ALP students and closure of ALP centers in the district. The results imply that ALPs improve access and quality education to OoSC. The primary collected data was analyzed through SPSS and SMART-PLS-3. The results of students of the examinations conducted by BEAC and researcher assessment of students were measured. The correlated result of students' academic performance was significant. The secondary data results were highly correlated and positive.

In ALPs since 2014 9497 students have successfully completed their primary course throughout the province. Less than 50% students are mainstreamed back in conventional schools to continue their middle education. After completing primary education at ALPs more than 50% of the students are dropped out this is a major concern.

A major concern when students are mainstreamed back to their conventional school is the potential problems associated with the lack of an effective transition process (Chalker & Brown, 1999). In general, student mobility creates problems for teachers and schools according to Kirkpatrick, (1990). Examples of problems that may surface include but are not limited to: poor academic performance (Astone & McLanahan, 1994); anxiety associated with adjusting to a new school environment, new peers, social expectations, new academic standards, expected classroom behaviors, and regression to prior negative behaviors (Patton & Dunn, 1998). Study participants described several potentially difficult issues associated with the transition of students from the accelerated learning program centers to government secondary schools. This strengthens the concept that problems mostly arise when students must transition back to their home school. The combination of loss of transition support, potential labeling and stigmatization by both peers and teachers, school size, academic rigor, and lack of follow up at best may prevent the student from continuing to progress, and at worst may cause a regression to prior behavior and performance. The lack of communication and collaboration, the lack of follow-up, and the lack of record keeping, discussed by study participants at the accelerated learning program centers and government high schools indicate that some individuals may not perceive transition services as being important. In some cases, when a regular student reenters the high school, they just transition back. Transition planning for the regular student is primarily the transfer of a record. Again, a noted weakness was lack of follow-up with the regular students when they return. There are no written procedures for transition. Some students do encounter a caring and supportive environment. A team approach is used to follow-up with students. Primarily, the transition services are initiated at ALP centers prior to the student's return to the government secondary school. A transition plan should be

developed to identify transition services based on the student's needs. Counseling is viewed as a major transition service. Parental involvement is another strong component in helping students makes a successful transition from one educational setting to another. If there is a lack of transition services, students' needs are not being addressed when students return to the traditional / government high schools. It is not enough to justify the lack of transition services due to lack of funding and shortage of personnel. An important issue is how to change negative attitudes and perceptions of personnel at the regular high schools about accelerated education. ALP centers should not be utilized as a "dumping ground" for disruptive students.

Findings

In order to measure the results of the theoretical framework of this study three hypothesis were formulated and assessed with the overall factors influencing the levels of students' academic performance at ALP centers; improve in achieving the SDG targets and transition of students into traditional schools after completing primary education at ALP centers. In determination to measure the variables of the study, t-test, p-test analysis through SMART-PLS-3) was conducted. The student's academic performance factor as the categorical independent variable and the three dimensions of provision of quality education at ALP centers, results of the examination from ALP students conducted by BEAC and researcher and other related components were portioned as dependent variables in this study.

The results of the formulated hypotheses of this study are shown in Table (3). A "P-value" less than 0.05 (typically <0.05) is statistically significant. The value of "P" less than 0.05 shows the strong correlation between the constructs of the null hypothesis, as there is less than a 5% probability, thus null hypothesis is correct and significant. The supporting hypothesis was given a value of P-test 0.1-0.05 by the researcher. The tested hypothesis's H1, H2, and H3 are significant, according to the results of p-value and t-value. Furthermore, there are no significant variations in the values of the examined factors influencing for student academic performance across the three components. The results also demonstrate that the hypothesis H1, H2, and H3 examined in this study are correct and extremely significant, with p-values less than 0.05.

Conclusions

ALP is flexible and age appropriate for learners. The curriculum of ALP its materials and pedagogy are genuinely accelerated / condensed, the language of teaching is suitable and relevant to use. The learning environment of ALP is inclusive and safe. Teachers are recruited, trained, supervised and remunerated. Teachers participate in continuous professional development. The ALP centers are effectively planned but some ALP centers are not well managed as per their protocols. Community is engaged, accountable and PTSMC (Parent teacher's school management committee) is formed. Champion clubs are formed at each ALP center. The education of ALP is legitimate, credible education option which results in learner's certification after completion primary education. ALP is aligned with the national education system and working under SDG targets. ALP provides equal learning opportunities to OoSC and provides free education as per SDG target 4.2.2. ALP provides access to education and ensures the provision of quality education which is SDG target 4.2. ALP eliminates gender disparities in education and ensure equal access to all levels of education for the vulnerable, drop outs, out of school children and at-risk children, to eliminate gender disparities in education is SDG target 4.5. The transition procedures need to improve. The physical and learning environment at ALP centers need special attention. Participation of community in ALP centers functioning is mandatory. Sustainability of ALP centers are a major issue to reduce the dropouts rates.

Recommendations

The following recommendations are suggested to accelerated learning programs to achieve SDG targets, improve students' academic performance, increase enrollment rate at ALPs and increase mainstreaming of students at traditional schools.

1. The Accelerated Learning Programs must be expanded to accommodate maximum number of vulnerable children, OoSC, Dropouts and at-risk children.
2. The Government of Balochistan, UNICEF and ESP are recommended to revise the transition policy of students to mainstream in traditional schools easily.
3. The parents, teachers and traditional school administration must take into account in transition process at gross root level. And students' academic and admin record must be shared with partners.
4. Sustainability of ALP centers are major issue, and increasing the ratio of dropouts in the community where ALP centers get closed. It is recommended that establishing ALP center criteria must be reviewed and after establishing ALP center it must be sustained at least 5 years.
5. The progress of mainstreamed students must be supervised, and comparative studies be conducted with traditional school students for academic improvement.
6. The researchers are recommended to assess the impact of other districts ALP centers established by UNICEF and other ALP models existing in the province for future studies.
7. It is recommended to establish ALP centers in all marginalized communities to reduce the ratio of OoSC.
8. It is recommended to secure more and better financing for ALP education to achieve SDG targets.
9. UNICEF must take into account the findings of this study and involve ALP experts, researchers for policy planning and implantation to achieve SDG targets.
10. AL programs must initiate middle and secondary education to reduce the ratio of dropouts after completing primary course.
11. After the conditions COVID-19 it is recommended to invest in hardware, software, and infrastructure that allow all students to access and engage with virtual or blended instruction.
12. It is recommended to support and encourage formative assessments regularly to assess the progress of individual students and adapt instructional approaches for students who are not making sufficient progress.
13. It is recommended to policy and decision makers to analyze and assess the effectiveness of accelerated models in different instructional contexts (asynchronously, synchronously, virtual, blended, in-person) and create partnerships with education organizations to help districts and schools if findings are significant.
14. Create professional development and guidance on how to use ongoing, formative assessments to identify students' unique learning needs.

15. Allocate resources to build expertise around accelerated curriculum.
16. It is recommended to clarify that accelerated approaches should not be used to “track” students or put certain student groups on different learning trajectories. For instance, monitor and ensure that students with disabilities will benefit from accelerated curriculum approaches alongside their peers without disabilities.
17. It is recommended to provide with additional federal / international strong financial aid in response to the COVID-19 crisis.

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