

**EFFECTIVENESS OF ACCELERATED  
LEARNING PROGRAM IN THE CONTEXT OF  
OUT OF SCHOOL CHILDREN**

**BY**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
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## THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

**Thesis Title: Effectiveness of Accelerated Learning Program in the Context of out of School Children**

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**Effectiveness of Accelerated Learning Program in the Context of out of School Children**" submitted by me in partial fulfillment of M.Phil. Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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## ABSTRACT

### **Title: Effectiveness of Accelerated Learning Program in the Context of Out of School Children**

The purpose of this mix methods convergent parallel, descriptive study was to explore effectiveness of Accelerated Learning Program in the context of out of school children in Islamabad (ICT, Capital) schools under Federal Directorate of Education. The objectives of the study were to explore the context of Accelerated Learning Program with reference to out of school children. The study also assessed the inputs/resources provided for the implementation of Accelerated Learning Program. Furthermore this study also examined the implementation process of Accelerated Learning Program and evaluated the outcome/product of Accelerated Learning Program with reference to out of school children. The researcher used conceptual framework based on CIPP Model. Population of this study was six Area Education Officers, sixty two teachers of Accelerated learning centers, six program developers and parents of dropped out students of Accelerated Learning Program of Federal Directorate of Education, Islamabad. For this research study mixed-methods convergent parallel study design and purposive sampling for qualitative data and stratified proportionate sampling technique for quantitative data was adopted. Data collection tool for qualitative part of research study was semi structured interview protocol consisted of 4 sections. For quantitative part of research study, secondary source data was collected. Percentages were used to analyze quantitative data and presented in the form of tables. Whereas, qualitative data was analyzed under pre-set thematic areas of CIPP Model. Findings of the study showed lack of centralized ownership and monitoring, shortage of human, financial and physical resources, salary issue of teachers, lack of transport facility and stipends for needy students. Overall, this program was an effective intervention but at implementation level it needs to be monitored centrally by the Federal Directorate of Education, Islamabad in order to achieve program goals to reduce the number of out of school children.

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## LIST OF ABBREVIATIONS

AEPAM	Academy of Educational Planning and Management
AL	Accelerated Learning
ALP	Accelerated Learning Programs
AQAL	Advance Quality Alternative Learning
CAP	Council for Accelerated Programs'
EFA	Education for All
FDE	Federal Directorate of Education
FATA	Federally Administered Tribal Area
ICT	Information Communication Technology
JICA	Japan International cooperation Agency
MDGs	Millennium Development Goals
NCHD	National Commission for Human Development
NDEA	National Defence Education Act
SLT	Society for Learning and Teaching
UIS	UNESCO Institute of Statics
UNICEF	United Nations International Children's Emergency Fund
UN	United Nations
OOSC	Out Of School Children
MoFE&PT,I	Ministry of Education and Professional Training, Islamabad
NFE	Non Formal Education

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## **DEDICATION**

I dedicate this work to my beloved parents and siblings for supporting me  
to complete M.Phil Education Degree.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Education is a necessary success component of any nation in the world. It has a great potential to change a nation and largely the world. The government of Pakistan has been partially successful in giving access to quality education to school- age children since it has become constitutional obligation and duty of state. After 18<sup>th</sup> amendment in the constitution of Pakistan, government has responsibility to give free of cost education till matric level and achieve 100 % retention of primary age (6-11).

Due to socio-economic issues, school infrastructure and poverty issues all primary age students couldn't enroll in schools. Pakistan was included in Global initiative taken in 2010 for school age children not in school taken by UNICEF and UNESCO Institute for Statistics (UIS) in 26 countries with the goal of improving numerical information, examination of out of school children (OOSC) and finding the dynamics of exclusion from schooling. 5 Dimensions of Exclusion (5DE) was used to identify the problems and issues of the children not in school.

There are three dimensions of segregating out of school children;

Dimension 01 is pre-primary level those children who did not enter in school, Dimension 02 is primary level age 5-9 years, Dimension 03 is lower secondary age 10-12 years. Children of all these levels have not joined or dropped out from school. After Nigeria, Pakistan has highest number of out of school children.

National Policy Framework (2018), currently, 22.8 million children aged 5-10 are out of school in Pakistan. Globally different initiatives were taken to resolve this

issue like South Asia regional study (2014) regarding OOSC has proposed an intervention to resolve this problem

In Pakistan, National Education policy framework (2018), has taken out of school children as a challenge and given a way forward consisting on; infrastructure, removing financial barrier, innovative solutions like non-formal programs and use of technology. Non formal education /Accelerated learning program proposed by UNICEF (2017) is one of the solutions for out of school children to continue their education and complete primary education. In such programs students are given a platform to cover the gap of education not attained in formal schools. Especially these programs are planned to overcome the problem of those who left their studies or school in the middle due to some reasons.

## **1.2 Rationale of the Study**

According to National Policy Framework (2018), net primary enrollment remained static since years across the country even decreased in some provinces. Majority of the OOSC belong to FATA and Baluchistan. To deal with out of school children issue FATA and Baluchistan have designed non formal education program/Accelerated Learning Program giving an opportunity to out of school children to complete their primary education in accelerated time. The Accelerated Learning Program/Alternate Learning Pathway, ALP program is one of the components to attain the vision of constitution 25-A.

National Policy Framework (2018) has suggested Accelerated Learning Program as one of the solution to bring or enroll out of school children. In this program, dropped out, left out children were suggested to enroll and complete primary education in accelerated time. For this condensed curriculum, assessment policy and condensed

curriculum based books were developed. This program consist on three levels in order to stream them into regular schools.

Out of school children issue has taken up in Islamabad by the Federal Education Minister Shafqat Mahmood in November 2018 as a major problem in education. It was reported that nearly 25,000 children were out of school .Through enrollment campaign in 2010 and 2015-16 only 100 of the children were enrolled but later majority of those left education due to earning responsibility of their household. Teams of Federal Directorate of Education reached to 11,029 children in ICT through teachers' door to door survey in 2018 during Phase I enrollment Drive. Majority of these children were from Tarnol and Nilor sectors of Islamabad. Government has a plan to provide financial assistance to these out of school children through BISP to continue their education, Abbasi K, (DAWN, 2019)

Whereas Federal Education Ministry conducted a survey through autonomous organization, Academy of Educational Planning and Management (AEPAM) revealed that 27,300 students in Islamabad were out of school, if the government enroll these students in existing 391(FG) institutions out of 423 federal capital school and colleges excluding 30 model institutions these institutions have no space to accommodate these extra students with regular students. Whereas FG schools lack space and teachers as well. If the government hire teachers on vacant post than this number can be reduced to 4000.Federal Education Minister assigned a task to his ministry team lead by Joint Educational Advisor and Federal directorate of education to enroll out of school of ICT. Measures to be taken to enroll out of school children; Efforts of the Public private partnership will be encouraged. Two-year time duration was allocated to complete the enrollment of out of school children. Technical support was provided by two independent non-governmental NGOs, Federal Directorate of Education Islamabad,

National Commission for Human Development and BESK. Fresh survey was decided to conduct and make action plan accordingly by the Director School of Federal Directorate of Education. Activation of School Management Committees in 13 union councils of 33 villages giving them a responsibility to enroll out of school children in educational institutions. Technical education proposed for old age out of school children in first phase than enrolling them and deciding their classes according to their age. Under technical assistance Japan International Cooperation Agency, Federal Directorate of Education and Ministry of Education signed a letter of understanding to implement Advance Quality Alternative Learning which strengthen Non formal Education system for OOSC, youth, and adult. Under this program teaching learning materials, curricula, data management system, monitoring and evaluation, training, and assessment systems in three provinces Sindh, Punjab, Baluchistan, and Federal Areas were decided. Since 2019 JICA-AQAL has been working with FDE and MoFE&PT for the provision of Accelerated Learning Program. This initiative has been taken to enroll and educate children from 8-16 years old age group.

According to Begum et al.(2020) examined to what extent the enrollment of the Alternative learning pathway center increases and what is the quality of text book. This mixed method study results showed that the performance of students was satisfactory, teachers working in the Alternative learning pathway were hardworking and committed to their duties. The drop out ratio in the Alternative Learning Pathway centers is very less.

Randall et al.(2020) in his research study assessed that in developing countries due to the lack of access to education, accelerated learning programs were implemented, and causes behind lack of access to education are varied. Whereas, in Afghanistan, APEP (Accelerated Primary Education Program) was used due to crises



and conflict for specific population which has no access to education or neglected specially girls. Program was designed to cover education levels in one year, giving an opportunity to those who left behind due to crises and conflict in Afghanistan. Students were given extra supportive classes in order to cover more than one level of education in a year. The main purpose of these programs was to fast track or accelerate the learning of student in order to fill the age gap and to catch up their age group students. Context and purpose of implementing such programs have influence on filling age gap and streamlining these children. Furthermore, Accelerated learning program has positive effect on students learning reducing dropout rates as well so the Out of school issue remain a critical issue in achieving 100% primary school completion and literacy rate.

Batezal & Kiazai, (2022) had conducted a study on impact of Accelerated Learning Program and concluded that Accelerated learning Programs are inclusive, flexible and age appropriate based on condensed curriculum taught by trained teachers equipped with advance pedagogical skills. Teacher recruitment and remuneration are crucial part in achieving Acceleration Learning Program objectives. Majority of the Accelerated Learning centers were well managed with community involvement. Out of school children streamlined after certifying primary level under Accelerated Learning program successfully. Accelerated Learning Program is based and aligned on national education system provides equal and free learning opportunities to OOSC as per SDG target 4. As Sustainable Development Goal, Education 4.1, “Free primary and secondary Education for and 4.2 Equal Access to quality preprimary education” it is the prime duty of every state to provide free and equal access to education without any discrimination. This has been considered and Focused in the National Education Policy 2018, Pakistan and UN situation Analysis studies have also highlighted the increasing

issue of OOSC in achieving the Sustainable Development Goal, 04. Furthermore, this study revealed that ALP provides access to education and ensures the provision of quality education and eliminating gender disparities as well. 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 as well but the transition procedures, physical and learning environment at Accelerated Learning Program centers need special attention and to be improved. UNESCO, United Nations, Educational, Science and cultural Organization has been closely working to provide support in uplifting the educational standards around the globe. In addition to EFA, in 2000, millennium development goals (MDGs) were set after major conferences and summits. MDG No 02, "Achieving universal primary education" target year was 2015, but review and situation analysis showed that target was not completely achieved though 91 % girl's enrollment in primary education was achieved. On the review analysis basis goals in the year 2015, new sustainable development goals were set by the United Nations, "Ensuring inclusive and equitable and promote lifelong learning opportunities for all". Several factors have slowed down the achievement of this goal again. A solution with the name of Accelerated Learning Program and non-formal Education Program were developed to overcome this issue. Every province prepared such programs for out of school children, Federal Ministry of Education and Federal Directorate of education also took an initiative and prepared a program with Accelerated Learning Program to minimize the number of out of school children. At provincial level such programs are implemented and researchers have studied this program efficacy at provincial level. Literature review has revealed that there is no such studies conducted at federal public educational institutional level. The purpose of this research is to look at the efficacy of accelerated learning programs for out-of-school

children in terms of instructional needs of out of school children, role of resources like human, financial and physical, . Using interviews and questionnaires, this research will investigate program design features as well as participants' experiences with these accelerated learning efforts. Understanding how such programs affect student accomplishment levels allows us to assess their viability as a viable educational option for at-risk juvenile groups.

### **1.3 Statement of the Problem**

National Education Policy Framework (2018) has focused on out of school children issue and taken it as top priority. According to National Policy Framework (2018), net primary enrollment remained static since years across the country even decreased in some provinces. Majority of the OOSC belong to FATA and Baluchistan. To deal with out of school children issue FATA and Baluchistan have designed non formal education program/Accelerated Learning Program giving an opportunity to out of school children to complete primary education with acceleration.

In Capital territory of Islamabad this program was implemented in 2019 after a door to door survey of finding out of school children. Rigorous efforts were taken as new government assumed the charge to cater the issue of Out of school in Federal capital territory by initiating enrollment drives, appointing new teacher through public private partnership, condensed curricula, free books, teachers training of the teachers. In the light of review related studies, this study aim to explore the effectiveness of Accelerated Learning program in the context of out of school children.

A research study was conducted upon Accelerated Learning by Shahzad (2002) at Balochistan. Another study was conducted by Batezai and Kiazai, (2022) Accelerated Learning Program to attain sustainable development goals in Quetta. Begum, Ayub,

and Kiazai, (2020) also conducted study to measure the effectiveness of alternative learning program at Quetta, Sibi and Naseerabad. All above studies were conducted in Balochistan, still this issue persists in Islamabad as well though its capital. However increased number of out of school is one of the causes of low literacy rate of Pakistan, (Pakistan Education statics, 2016-17).Literature review has revealed that to overcome this issue, an intervention Accelerated Learning Program introduced in different educational setup by public and private institutions at national and international level had been introduced. This mixed methods study conducted to explore the effectiveness of Accelerated Learning program in the context of out of school children running in public educational institutions for out-of-school children at capital level (Islamabad Capital Territory).

#### **1.4 Research Objectives**

To explore effectiveness of Accelerated Learning Program in the context of out of school children.

1. To explore the context of Accelerated Learning Program with reference to out of school children.
  - 1a) To explore the identified and incorporated needs of out of school children for Accelerated Learning Program.
  - 1b) To examine targets /objectives of Accelerated Learning Program with reference to out of school children.
2. To examine the role of input/resources in Accelerated Learning Program implementation with reference to out of school children.
  - 2a)To examine Human resource/teacher capacity to achieve objectives of Accelerated Learning Program.

- 2b) To assess the availability of financial resources provided in Accelerated Learning Program.
- 2c) To examine the availability of physical /material resources provided in Accelerated Learning Program.
- 3. To examine the process of Accelerated Learning Program implementation with reference to out of school children.
  - 3a) To examine the teaching learning process in Accelerated Learning centers.
  - 3b) To explore the role of teacher training in effective teaching learning process in Accelerated Learning Program.
  - 3c) To assess the role of co-curricular activities in teaching learning process.
- 4. To evaluate the outcome/product of Accelerated Learning Program with reference to out of school children academic achievement, enrollment and retention.
  - 4a) To determine the outcome of Accelerated Learning Program in terms of out of school children enrollment.
  - 4b) To determine the outcome of Accelerated Learning Program in the academic achievement of out of school children.
  - 4c) To determine the outcome of Accelerated Learning Program in terms of retention of out of school children.
  - 4d) To explore the reasons of drop out students from Accelerated Learning Program.

## **1.5 Research Questions**

How does Accelerated Learning Program remain effective in the context of out of school children?

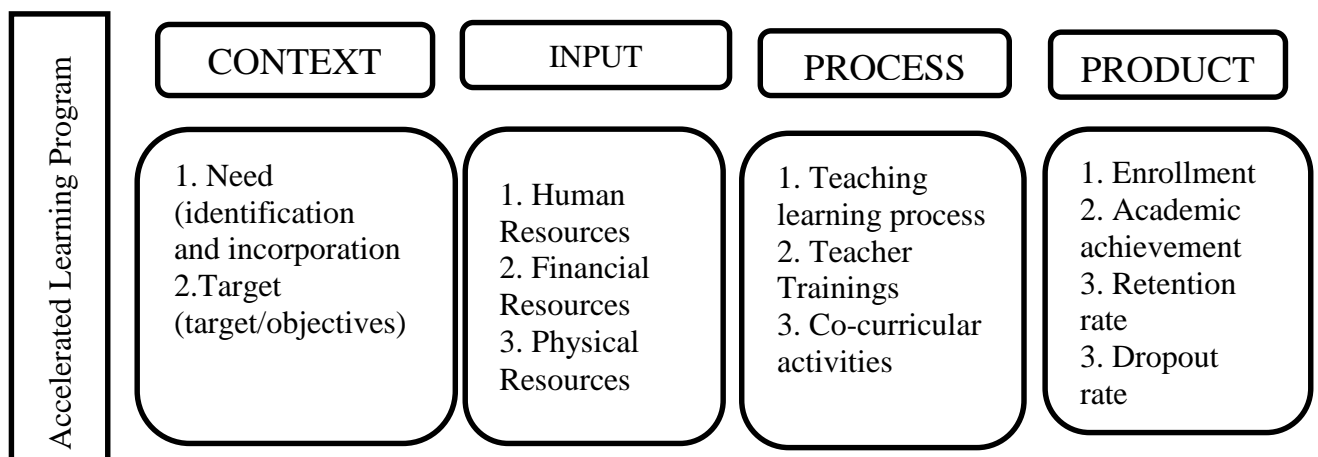
1. What is context of developing Accelerated Learning Program of out of school children?

- 1a) What are the needs of out of school children identified and incorporated in Accelerated Learning Program?
- 1b) How do targets/objectives of Accelerated Learning Program are relevant to the needs of reference to out of school children?
2. What is the role of input/resources in Accelerated Learning Program with the reference of out of school children?
  - 2a) What is the role of human resource/teacher of Accelerated Learning Program with reference to out of school children?
  - 2b) How do the human resources (teachers) trained for Accelerated Learning Program?
  - 2c) How does financial resources influence Accelerated Learning Program for out of school children?
  - 2d) How do physical resources (curriculum, textbooks classroom, light, water, furniture, toilet, play area, computer lab, and Library) contributed for Accelerated Learning Program?
  - 2e) How does condensed curriculum influence Accelerated Learning Program?
3. How does teaching learning process carried out under Accelerated Learning Program?
  - 3a) How are the teachers using their teaching skills effectively in teaching learning process?
  - 3b) What is the role of teachers training on effective teaching learning in Accelerated Learning Program?
  - 3c) What is the influence of co-curricular activities on teaching learning process?
4. What is the outcome of Accelerated Learning Program in terms of out of school children?

- 4a) What is the achievement of Accelerated Learning Program in terms of enrolling out of school children?
- 4b) How did Accelerated Learning Program effect student academic achievement?
- 4c) What is the result of Accelerated Learning program in terms of retaining out of school children?
- 4d) How far Accelerated Learning Program cater dropping out rate?

## 1.6 Conceptual Framework

To achieve research study objectives, CIPP model of Stufflebeam was used as conceptual framework. Following diagram is explaining the conceptual framework of the study.



*Figure 1.* Conceptual framework based on CIPP Model Stufflebeam(2000)

CIPP (Context, Input, Process and Product) model underlying theme based upon purpose of “improve but not to prove”. In 1960s, it was first developed to benefit, improve, and make accountability for schools in United States of America by Daniel Stufflebeam. An inclusive framework or model helping in evaluation of programs, personnel, projects, products, and evaluation consist of four dimensions, Context, Input, Process and Product evaluation.

1. Context evaluation, assessment with reference to needs, problems and opportunities within a specific environment.
2. Input evaluation involves a variety of approaches, competing strategies, work plans and the budget required to implement programs or projects planning.
3. Process evaluation focuses monitoring and assessing the activities carried out during the implementation of program helps to achieve program targets.
4. Product evaluation refers to identify results, have been achieved or not to decide the effectiveness of the program. Moreover, evaluation of short term, long, term, planned or unplanned outcomes of programs or projects.

This evaluation model of Stufflebeam was used to explore the effectiveness of Accelerated Learning Program in the context of out of school children in the dimension of context, input, and process and product. In context dimension, the study aimed to explore the context of Accelerated Learning Program with reference to out of school children. In input dimension, role of input resources in Accelerated Learning Program. In process dimension teaching learning process of Accelerated Learning Program was examined. In Product dimension outcome of Accelerated Learning Program for out of school children was measured in terms of enrollment, retention students learning and dropout rate. The CIPP Model states that evaluations must benefit managers, policy makers, armed officers, and other users, as well as educators, health care professionals, doctors, engineers, social workers, and other service providers, as well as students, parents, patients, and other beneficiaries, as well as funding agencies, governing bodies, and society at large. Evaluations that aid in the development of high quality, required services and products, the identification and assessment of alternative improvement options, the assurance of high quality and ongoing improvement of services, the certification of the efficacy of services and products, the exposure of deficient,



unnecessary, and/or unsafe services and products, and the clarification of the factors influencing an enterprise's success or failure should all be presented to audiences by evaluators. Thus the focus of the CIPP Model administration, development, effective service, harm prevention, accountability, dissemination, and research

## **1.7 Significance of the Study**

There is a gap in research literature regarding the effectiveness of Accelerated Learning Program in the context of out of school children of Islamabad at public sector. This research study findings may give the overall assessment of Accelerated Learning Program in the context of out of school children. Furthermore research study analysis regarding Accelerated Learning Program outcome may help the policy makers at FDE and MoFE&PT to focus loopholes and gaps and reform program planning and implementation components of Accelerated Learning Program.

This study results may help the educational manager to review and analyze the operational, financial and technical resource management issues in the implementation of this intervention Accelerated Learning Program for school age children not in schools of Islamabad. Furthermore, this study may help educational managers to review enrollment method and improve strategies for enrolling out of school children in Accelerated Learning Program centers. Teacher training department of Federal Directorate of Education, Islamabad would also be benefitted to identify training needs and plan trainings for teachers in out of school children learning centers.

## **1.8 Research Methodology**

### **1.8.1 Research Approach**

This study Mixed-method study design study explored the experiences of educational managers, teachers, and parents about the Accelerated Learning Program

in the context of out of school children with reference to the Accelerate Learning Program needs, human resource, financial resources, and physical resources, students learning achievement, enrollment and dropout rate.

This study is predominantly qualitative in nature due to focus of researcher on exploring qualitative effectiveness of Accelerated Learning Program. The reason for adopting mixed- method approach is qualitative and quantitative nature of research objectives. Therefore, convergent parallel study design was adopted to gather sufficient data from the respondents.

### 1.8.2 Population

There are 432 educational institutions (FG setup and Model setup) working under Federal Directorate of Education, located in six (06 sectors) of Islamabad. Among those institutions, 62 were utilized for establishing Accelerated Learning Program centers in 2<sup>nd</sup> shift after school. Every sector has 01 Area Education Officer therefore, 06 Area Education Officers, 62 teachers of all 62 Accelerated Learning Centers, 04 program developers and parents of dropped out students of Accelerated Program were the population of this study.

Table 1.1 *Accelerated Learning Program learning centers, Teachers, and Area Education Officers*

Sectors	ALP centers	Area Education Officer	OOSC Teacher	Program Developers
Urban II	03	01	03	FDE, 02
Bharakau	16	01	16	MoFE&PT, 02
Nilore	12	01	12	

Urban I	03	01	03
Tarnoul	16	01	16
Sihala	13	01	13
Total	62	06	62

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Source: *Federal directorate of Education, Islamabad* (source IT Section FDE)

### **1.8.3 Sample**

It is not possible to get the data from over-all population, so the researcher has applied sampling technique to limit the respondents. 02 Area Education officers, 20 teachers of Accelerated Learning Program and 02 parents of dropped out students and 01 program developers were the sample of this study.

### **1.8.4 Sample Technique**

For this mix method research study, purposive sampling technique used FOR

### **1.8.5 Data Collection Procedure**

To explore the context of Accelerated Learning Program in terms of needs of out of school children. For this research study, data was collected by the researcher through document analysis (National Education Policy Framework 2018) and semi structure interview protocol of program developer.

To examine the role of input resources like human, physical and financial in Accelerated Learning Program implementation. For this research study objective data collected through semi structured interview protocol from program developer, Area education officer and teachers and document analysis (National education policy framework 2018).

To examine the teaching learning process of Accelerated Learning Program implementation. For this research study objective data collected through semi structure interview protocol from teachers and document analysis.

To determine the outcome of Accelerated Learning Program in terms of out of school children enrollment, retention, and student learning achievement. For this research study objective data was collected by document analysis (reports like survey or censuses, attendance records and examination result) and semi structure interview protocol from parents (dropped out students).

#### **1.8.6 Data Collection Tool**

For this research study, semi structured interview protocol and document analysis (secondary source) and observation checklists were adopted to collect data.

#### **1.8.7 Interview protocol**

Semi structure interview consist on main four sections under each section more than 10 probing questions were included in order to get in depth responses of participant. This tool is beneficial for a researcher in term that a researcher can modify the questions as per the needs of situation and data collection process. As semi-structured interviews allowed researcher to gain in-depth understating of interviewee thoughts, for the further clarity of the interviewee's response regarding Accelerated Learning Program duration, trainings, co-curricular activities, learning material, teaching-learning process, learning facilities.

#### **1.8.8 Document analysis**

Document analysis of official records were useful for collecting research data. Analysis of such official record documents were used for triangulation of data and to

avoid the researcher's biasness. Records or documents like enrollment/attendance registers, survey reports and assessment/Result records were examined.

### **1.8.9 Data Analysis Process**

This research study objectives were mainly qualitative and quantitative. For qualitative component preset thematic analysis used. It is commonly used for qualitative research approach due to its focus on identification and recording patterns or themes. Researcher analyzed the data in different stages; at first stage getting familiar with the gathered data by reading repeatedly, at second stage coding and making the clusters, finally categorizing emerging themes to represent research findings. Main themes were based on conceptual framework. Quantitative data was analyzed by using simple descriptive statistical test like percentages.

## **1.9 Delimitations of the Study**

As the Accelerated Learning Program implemented in Islamabad has three packages or grade level A, B and C. Package A designed to cover grade nursery and grade one, package B covers grade 2 and 3, package C covers grade 4 and 5. Duration of each package to be covered by the student is 09 months and age limit is 8 years and above. This study is delimited to:

- a. Accelerated Learning Centers established by Federal Directorate of Education Islamabad.
- b. Accelerated Learning Program Package (C) implemented in public schools of Islamabad under Federal Directorate of Islamabad.
- c. Teachers of Accelerated Learning Program Centers
- d. Parents of dropped out children.

## **1.10 Operational Definitions**

### **1.10.1 Accelerated Learning**

Accelerated Learning is a fast-track learning process which allows students to learn in a shorter period as compared to regular duration.

### **1.10.2 Accelerated Learning Program**

Accelerated Learning Programs are interventions to help students earn a degree or certificate in less time than a regular degree or certificate.

### **1.10.3 Co-Curricular Activities**

Co-curricular activities are hands on learning experiences complimentary to what students are learning in school (aligned with academic curriculum)

### **1.10.4 Effectiveness**

It is usefulness of some program, plan or strategy to achieve intended or expected result, output or outcome

### **1.10.5 Teaching Learning Process**

It is a two-way process where a teacher presents a new concept aligned with students' prior knowledge, learning needs, and preset specific instructional and learning objectives for desired skills and outcomes.

### **1.10.6 Instructional Material**

Instructional material includes textbooks, charts, power point presentations, videos, audios, teaching guides and curriculum.

### **1.10.7 Physical Resources**

In educational institutions classrooms, chairs, tables, library, laboratory, computer, play area, sports material, stationary, drinking facility etc.

#### **1.10.8 Human resource**

Human resource is a workforce or manpower to perform certain task. It is human capital as well (knowledge and skills an individual possess).

#### **1.10.9 Goals**

A goal is a target, endpoint or desired result that an individual or a group of people try to achieve.

#### **1.10.10 Financial Resources**

It is concerned with allocation and utilization of money to run the institutions and organization. By using these financial resources different decisions are taking like hiring new staff, purchasing furniture and stationary, paying utility bills and salary to staff.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Brief Introduction**

This section consist on literature review related to Accelerated Learning Program, Out of school children and CIPP. By considering inclusion and exclusion criteria of systematic literature review relevant studies are reviewed and included, other studies which do not fulfill the criteria are excluded. For current study number of research studies searched on digital data base on the research topic contain variables Accelerated Learning Program and out of school children from year 1979 -2020.

#### **2.2 Accelerated Learning**

Since World War II, Accelerated Learning (AL) has emerged as a rapidly expanding trend in education. It has taken the form of numerous intense methods and program in adult and high school education in several nations, several courses of foreign language all over the globe. When we recognize that we are in a transitional time marked by extensive change in financial, administrative, and societal with integration of technological innovations in various domains of life, rapidly growing awareness, communication interchange, mounting manufacturing, business, scientific complexity, and competition at local and global levels that results in increasing troubles in life, this abrupt growth becomes understandable.

According to Wlodkowski (2003) purpose of accelerated learning programs is to enable students to complete certain education level or courses in a shorter period as compare to formal school studies or lengthy semester course. From the above research studies, researcher has come to a point that accelerated learning program is a program



is an opportunity to the students to continue education, to overcome study gap with improved learning performance in shorter time and ensures retention.

According to a study by Panov,(2005), life itself is speeding up. Accelerated learning is an increase in learning, as learning is defined as a change in behaviour from new skills, knowledge, or attitude. This translates to changing behaviours with increasing speed. Accelerated learning means maximizing learning by honouring the different needs of everyone, as it honours the diversity of individual learning preferences.

In connection with above statement Lee (2010) stresses that accelerated learning potentially is an approach consist on teaching learning methods emphasized on active and holistic experiences planned to achieve maximum learning objectives within short timeframe.

### **2.3 Accelerated Learning Program and Theory**

The concept of Accelerated learning was inspired by Howard Gardner's (1983) theory of multiple intelligences, which contends that humans acquire knowledge through a variety of learning systems, including emotional, social, physical, reflective, and cognitive. Over the years, the idea evolved and adjusted to accommodate new findings and developments in psychology, neuroscience, and education as they became pertinent.

Smith (2003) developed an accelerated learning cycle with four key elements in the middle of 1990s and the early 2000s. The original multiple intelligence theory was simplified by him, which proposed several kinds of learning, and he linked this work with earlier studies. In the beginning of its development, emergence of accelerated learning as an educational concept rooted from Howard Gardner's theory of multiple

intelligence Accelerated Learning Program (ALP) is a curriculum innovation which focuses on the re-organization of a curriculum to acquire a credential or a competence in a shorter time than the conventional duration. The curriculum to be re-organized may already have been in existence or may be developed to suit the objective of the program. Some researchers have used the terms compressed curriculum, brain friendly learning and others expedited learning to refer to ALP. This initiative has been in existence for quite a prolong time and there is an extensive literature about ALP at almost every level of education. Irrespective of the purpose, central to ALP is the re-organization of instructions along with curriculum in ways that enable and accelerate the academic requirements. ALP has been gaining more popularity especially at higher levels of education where institutions expedite the learning process for specific courses.

Condensed or compressed curriculums were first used in initiatives intended to aid developing nations in their pursuit of the Millennium Development Goals, which eventually contained elements of this cycle (Menendez et.al 2016). In many instances, this modified model was utilized to develop and implement organized alternatives or complementary educational programs. It was used in a variety of educational environments. Accelerated Education program (AEPs) are adaptable, age-appropriate completed in a shorter amount of time. The objective is to give students a fundamental education that is accredited and comparable to the traditional educational system. (USAID ECCN, 2018). The fundamental goal of an ALP is to motivate pupils to finish their studies more quickly. A huge underserved population is the main target of many accelerated learning programs, even if they can be designed for individual students or allowed to targeted small groups like college or advanced high school students, trying to achieve a certain academic goal.

With reference to adult education, this could enable adults previously those were unable to complete a high school certificate by enrolling in a short basic education program and obtain a certificate instead of spending long time in education. In primary or secondary education, these programs give a platform to students to complete primary or secondary education more quickly than formal education. Accelerated Learning Programs are often a type of complementary education, which means that these programs have goal as traditional or formal education systems but time duration is short. In such programs a condensed curricula is offered as compare to curriculum offered in traditional school system, these program are complementary because these provide alternative and shorter time period to complete certain education level. Students who participate in these program can eventually return to formal education as a result.

According to a research by Lee and Horfsall (2010), Accelerated Learning Programs implementation at higher education institutions benefits a wide range of stakeholders. Benefits include financial assistance for the school as well as advantages for students and instructors, including a raised sense of responsibility for the learning process and greater student adjustment. Lee and Horfsall (2010) and Wlodkowski (2003) claims that accelerated programs are the higher education reforms that are changing the most quickly. Despite the fact that status quo is challenged by such programs by redefining foundations of academic structures, course material instructional duration and faculty tenure.

## **2.4 Brief background of Accelerated Learning**

According to McKeon (1995), a Bulgarian psychiatrist named Georgi Lozanov, an English subject teacher who taught to a group of students (60) in the early 1960s by utilising a number of unconventional teaching methods, such as music, meditation, and

a variety of visual and aural techniques. Lozanov, who referred to his method of instruction as "suggestopedia," concerned with how well students could recollect prior experiences and make use of both left- and right-brain functions. As a "multisensory, brain-compatible teaching and learning methodology," suggestopedia was for Lozanov not simply a way to learn more quickly, but also a way to learn in a more comprehensive way. According to McKeon (1995), professionals from training corporate in the United States adopted his concepts in the 1970s and created a program now known as "Accelerated Learning" as a means of reducing the time and cost of training while also achieving more fruitful outcomes.

Zemke (1995), explained that accelerated teaching methods applied in higher education, particularly where graduate adult learners enrolled in degree completion programs that are designed to be completed quickly.

According to Hidayatullah (2010) the background of Accelerated Learning is based on Lozanov's technique of relaxing psychiatric patients by playing music and giving advices related to the healing process. A study has tested this technique, and discovered that using games, melody, and helpful guidance made learning considerably faster and more successful for the pupils.

## **2.5 Accelerated Learning as Educational Program**

Typically gifted or highly motivated students have been given the option of accelerated learning in current model, few programs are launched in non-formal schools, established with the help of grants and help of other private donors. Accelerated learning concept is an old phenomenon, and background for acceleration made it easy to understand the present forms of this concept and its utility. Since 1800s to present time multiple decisions made regarding the standardization of high school

education, and many important educational steps taken in past which fixed the duration of high school and college as well.

Undoubtedly, it is reality that wars and educational changes impacted the present timeline of transition of high school to college. Basically Higher education must enhance its productivity in order to meet the needs of country. Consequently due to this reason, need to accelerate, over shadow majority of such programs which seemed replaced quickly and majority of the educators wanted to leave this topic if possible and as soon as early . Accelerated learning as “an educational program for progress at faster rates r or at ages younger than typical” (Pressey (1949, p.2)

According to “National Education Policy 1998” states education is a strong accelerating tool, trains individuals physically, mentally, morally, and ideologically enabling them to identify and achieve their purpose in life. This policy identifies that development of one of the major resources of the country, human resource is possible by providing access to quality education.

"Accelerated Education Programs (AEPs) and Accelerated Learning Programs (ALPs) “are two common terms used. The “Accelerated Education Working Group (AEWG)”, definition of an AEP mentioned below as: These programs are age suitable and flexible run-in accelerated time with certified basic education equivalent to formal school system. (USAID ECCN, 2018).

According to Randall et al. (2020) some researchers define these two programs AEPs and ALPs distinctively but most of others use them interchangeably. Main objective of Accelerated Learning Program encouraging students to complete education in quicker time. Such programs are developed and offered not for only small groups but for higher school or college students who aim to complete certain level of education,

various programs are catering large number of populations. These programs provide an opportunity to those adults who could not complete their high school education in accelerated time without attending formal school. Whereas in the case of primary or secondary children, giving them a platform moving through a school system comparatively at faster time than formal education program and completing their education for smooth transition to secondary level education. Importantly Accelerated Learning Program is a typical kind of supportive or complimentary education which means these programs have the same purpose or target like traditional or formal education system but comparatively completes in less time with acceleration. Such programs are not only an alternative to formal education in short time and similar curriculum like formal school system and facilitating students to reconnect to their formal school education with same age group peers.

In developing countries due to the lack of access to education, accelerated learning programs were implemented causes behind lack of access to education are varied. When Accelerated Learning Program in implemented conflict and crises context than its purpose varied from the general purpose suggested in accelerated learning theory. This difference may be understood when we look at the example of Brazil and Afghanistan. In Afghanistan, APEP (Accelerated Primary Education Program) was used to target population which has no access to education or neglected specially girls. Program was designed to cover education levels in one year, giving an opportunity to those who left behind due to crises and conflict in Afghanistan.

On the contrary, in Brazil to manage the issue of overage students in primary level due repeating the level, Accelerated Learning Program was applied in 1996. Students were given extra supportive classes to cover more than one level of education in a year. The main purpose of these programs was to fast track or accelerate

the learning of student to fill the age gap and to catch up their age group students. Context and purpose of implementing such programs have influence on the ALP design (Randall et al., 2020).

## **2.6 Reasons to Accelerate**

At secondary level there are important reasons to accelerate, all of which need to be reviewed properly. The first reason is to deal with boredom in studies faced by the students who are intelligent and need some engaging and challenging activities in studies, the second is to help slow learner and unconfident students with additional support to reach college level. A third reason is to increase enrolment through accelerated programs. Educators and administrators determined the first two for students, instead of students themselves. The last one was valued by students and their families however, there was no role of student in any one of the above.

## **2.7 Developing countries and Accelerated Learning Program**

The accelerated learning cycle developed by Smith (2003) ultimately modified for use in emergency circumstances, like poor countries in crisis or conflict, as was mentioned in a previous section of this study. Initially, organisations and governments in poor nations applied the accelerated learning cycle in original form in order to boost educational achievements. However, the original model was not intended for use in cases of resource issues, teacher training, a shortage of supplies, in emergency situations, out-of-date curricula, and problematic governance (Menendez et al., 2016). In order to accommodate continually expanding demands of the nations, the accelerated learning cycle was redesigned to include a shortened curriculum and material, a learner-centred, interactive methodology, and more instructional time. According to records, this

concept was initially put into use by the Liberia Ministry of Education in 1999. (Manda, 2011).

Although all programs have certain common qualities, they differ in terms of their original application and subsequent design, which led to a rapid expansion of its use. The concept was adopted and changed in many other countries. Most ALPs are introduced in underdeveloped nations as a result of inadequate access to education and (Menendez et al., 2016)

If an accelerated learning program is implemented in reaction to a crisis or conflict, its aim is properly defined and contextualised. Using the Brazil Accelerated Learning Program as an illustration and contrasting it with the Afghanistan Primary Education Program (APEP). In Afghanistan APEP was implemented as a post-crisis response aimed at a population that was ignored, with a focus on girls who were denied educational opportunities

This initiative helped the underprivileged pupils who were unable to keep up with their peers due to conflict and crisis to complete two grades in one year. While in Brazil this program was established in 1996 to address the high rate of overage pupils in the country's primary schools, high rates of repetition led to a 44.5% increase in primary school kids who entered the system in 1995 who were two grades behind their age group classmates. 2013 (Longden, 2013, p.13 & 15).

Through supplementary coursework, children in this program were facilitated to cover more than one level/grade in an academic year. Students in fifth through eighth grade were the program's initial intended audience, although in some locales it was eventually extended to students in grade I to grade IV. Although primary goal in both of these instances was to facilitate students in the education system with fast pace than



could be accomplished by standard education programs, their particular aims were tailored to fit their unique circumstances and target demographics.

Consequently, the ALP design is impacted by these various particular settings and aim. The design and structure of the program differs according the way an ALP design and implement its curriculum and instruction time, which results in a certain amount of acceleration. The majority of programs base how they operationalize their curricula and instructional time on particular contextual elements. By requiring students to work during breaks and over the course of a longer academic year, APEP in Afghanistan, for example, was able to accelerate student progress by two grade levels in one academic year without increasing the length of individual class sessions.

Additional long-term initiatives contain the “Ghana Complementary Basic Education Program” and the “Malawi Complementary Basic Education Program” (Jere, 2010). Accelerated Learning Program should ideally continue for as long as necessary to accomplish its goals, but this is not always the case due to pressure from the government, donors, and unforeseen situational factors (such as new or ongoing conflicts, natural disasters, etc.). These factors all have a big impact on how long an ALP continues. Additionally, if the program changed to meet the needs of its audience, an ALP's lifespan may be extended to accommodate numerous cycles. Ideally, modifications to the ALP's timeline, structure, or goal should consist on and follow data base program analysis which reveals evidence for necessity of those modifications (Longden, 2013).

Menendez et al. (2016) used evidences of such program from many ALPs in the comparison study to show that variances of this kind are typical in developing nations. These design choices impact both the overall duration of the program and the rate of acceleration achieved. The intent and layout of an ALP directly related to its duration.

Certain programs are only in place for a brief period of time, as is frequently the case when an ALP is put into place in the wake of a disaster. For instance, the APEP program in Afghanistan that was described before and put in place in reaction to the fighting was a transitory one that ran from 2003 to 2006. (Intili, Kissam, & St. George, 2006).

Program design allowed for a compact curriculum because it was meant to help elementary school students who had fallen behind and needed to return to their official education. The program was finished as intended when the designated kids finished the entire primary cycle. ALPs that are still active are relatively less in number. One such ongoing program that has been running since 1996 in the Brazil ALP. Orphan children have been successfully reintegrated into the program once they reach the proper school level, however bottleneck caused by the unresolved increased number of repeaters in previous classes, therefore there is still need and requirement of Accelerated Learning Program.

Due to context and nature of Accelerated Learning Program and available strong evidences it is difficult to establish validity (internal and external) of Accelerated Learning Program. For the success of these programs reliable and unbiased evaluations with periodic empirical evaluations and assessments is required to see the impact which is related to its objectives. In such cases adjustment with these programs may be lead to achieve the goal of these programs furthermore the assessments and evaluation of such program may help other programs of same kind. In developing countries, impact and outcome of these programs and effect on students achievement and formal school enrolment.

## **2.8 Impact of Accelerated Learning Program on Formal Schooling**

Accelerated Learning Program and formal school systems do have potential conflict. Beside this there is a concern of low standard of these programs (ALP) and another concern of competition with formal schools if it does better than formal schools. But this is not the case, as the ALP is developed with the intension to serve a different target population and designed complement the formal school system. In order to investigate the impact of Accelerated Learning Program on school enrolment it is crucial to determine either Accelerated Learning Program has supported or decline the formal school system. So far few evaluation reports on the related criterion are found.

A comparative study on Accelerated Learning Program conducted by Menendez et al. (2016) revealed that few school age children or young adults participated in ALP rather than admitting in formal schooling system. Similar findings were reported by Nicholson (2006), who claimed that people were attracted due to advantages of free of cost and equipped classes with educational resources and material. As per standard operating system of these programs, children who have greatest educational needs and over age children missed their formal school years due to any reasons are facilitated. While other programs function on a simple first-come, first-served basis. Certain programs, like those in Liberia, assess children and youth against selection criteria before allowing them to enrol. Furthermore, these overage girls/students could be deterred and felt ashamed of their situation and might decide not to attend class with their younger peers (Manda, 2011).

These school age students may have number of possible drawbacks while attending Accelerated Learning Program. Considering the problems that might occur,

for instance, if primary age girls are attending school with older students: These girls may likely to get abuse physical, sexual, or emotionally (UNICEF, 2007).

## **2.9 Teachers insight regarding Accelerated Learning Programs**

Numerous academic experts have stand point that ALP formats compromise learnings, and as compare to formal courses these intensive courses are less effective. As these programs are adopted at higher education as well but there is some ambiguity related to validity and accuracy of these programs .ALP courses criticism is about short length format due to which effectiveness of the course is compromised and hinders learning, as compare to normal courses. This study revealed number of criticism raised by faculty, such as accessibility over material, short time for necessary content coverage, violence of educational continuation, overburdened and poor learning, and referring this low standard format because of its acceleration. (Wlodkowski, 2003)

Daniel (2000) conducted a research study on comparative test scores of Accelerated Learning Program with formal education format, found scores like in the formal education, with the retention of same level of information as formal course student possess at the end of their courses.

According to Martin and Culver (2009), review there was no prominent difference among the averages grades achieved by summer course (short courses) or full time study courses. Beside, this the study discovered that students who enrolled in summer sessions had lower failure rates in mathematics and scientific courses as well as language classes, which supports the premise of immersion theory (Martin, 1998).

According to Scott (1993) teaching faculty members raised two main concerns most frequently are; compromised academic standards, ambiguity in developing intensive courses different from formal courses. Beside this pressure of low standards when compared with other similar programs running in other institutions may be kept under review.

When it comes to intensive course formats, there are some dynamics at action because students generally like these intensive course formats while teaching faculty have some mixed point of view and hesitant to appreciate and acknowledge importance and strength of these intensive syllabus or course (Marques, 2012).

According to the results of study on compressed courses conducted by Kretovics et.al,(2005) faculty members treat these short courses differently as compare to semester-classes. This study found that many different course components adjusted like readings, discussions, projects, and assessments by the teachers due to time constraints. The researcher concluded that the real challenge is to make such modifications with pedagogical justifications instead of just follow calendar.

According to Kucsera and Zimmaro (2010), these condensed courses are more beneficial as compare to formal formats, the concerns and disbelief about these intense course are unjustified. According to the findings, course effectiveness scored high under the intense format as compare to regular format, whereas instructors effectiveness was assessed same in both cases. These results confirm other studies' conclusions that intensive courses produce same or better learning outcomes than those in formal or traditional courses.

Review of research by Daniel (2000) found that intensive courses gives same or better long-term results than traditional length courses.

Marques (2012) points out that teaching faculty obstinately embrace their viewpoints, which are either highly in favour of or completely against intense forms. At large scale a misconception that accelerated courses are formal courses which are condensed into short course, that essentially indicates that methodology is same, simply an acceleration in same format.

According to Wlodkowski and Kasworm (2003), these intensive courses consist on the most effective strategy, is shifting from lecture method to facilitation method. This paradigm shift is necessary for both teachers and students engaged in an accelerated course. According to a number of studies, students enrolled in such condensed courses perform like other students enrolled in standard course to achieve learning outcomes measured through grade calculations. Compressed timetables are frequently criticised by the teaching members regardless of the norm keeping the teaching hours same.

## **2.10 Accelerated Learning Program and Educational Situation**

According to Lutes and Davies (2012), students often expect a less workload due to the short duration as compare to formal semester courses with compressed term courses. The research study investigated the time duration or period spent collectively on curricular and non-curricular activities outside and inside of classroom asked from students for the purpose of counting student workload. Sample of this were those students who were taking general education classes who were asked about the time duration in a week they consume on coursework out of the class or done in field.

The findings of the study, show statistically significant variations between the workload of condensed (short term) courses and formal (long term course) semester. Compared to equivalent 8-week courses, 16-week courses required students to spend

more time per course every week. Students taking a course during the semester may spend, on average, roughly half an hour more per course in a week than those taking an accelerated course term. Same kind of result was seen for course when similar teacher who taught course in semester and term. But in some cases heavier workload in condensed courses (short term) as compare to formal semester (long courses) based on the nature of subject course and the teacher teaching that subject or course is also reported by the students. Initially teaching faculty thought that students, performance in both courses is similar, whereas it seems that condensed courses produce superficial learning instead of in-depth learning.

According to a research by Daniel (2000), revealed that teaching faculty found that condensed course show positive effect. In comparison to longer courses, faculty indicated that compressed courses comparatively class discussions and curricular activities have given surplus time as compare to formal course. The amount of teaching hours in condensed courses is similar to that in semester courses. Academic results are equivalent with same number of teaching hours in shorter period of time, although courses and pedagogy are frequently redesigned to fit condensed courses and long term courses.

## **2.11 Implementation of Accelerated Learning Programs in Educational Institutions**

Geltner & Logan (2001) conducted a study consisted of enrolled 450,000 students of condensed course show varied success rates due to different subjects, like arts and sciences showing an 11% relatively higher than other subjects in condensed courses. Student achievement is higher in condensed courses regardless of discipline.

An examination of 45,000 students' records done by Austin & Gustafson (2006) to measure the improvement level in shorter term courses. The students under investigation completed their coursework in three-year period. According to study result there is a significant benefit of attending condensed courses, which cannot be explained purely by student characteristic.

An analysis of various courses to find out deviations in student achievement level in complete semester and short summer sessions Students in condensed course obtained higher grades than those in long term course. According to a second survey, across all academic fields, the academic achievement level for students taking ALP courses were at least five points higher than the average student studying a full semester.

A course model consisted on 8 weeks was introduced by Amarillo College in the spring of 2015 in order to improve student success rates and decrease completion time. An overall success percentage of 80.90% was attained by college students enrolled in short duration courses (8 weeks) in spring session of 2016, a marked improvement above the 74.20% success rate attained by college students in the spring of 2015. Individuals attending developmental courses and those enrolling in crucial basic or gateway courses performed even better. With generally high enrolment, the success rate in gateway courses increased from 68.97% in the spring of 2015 to 78.97% in the spring of 2016, and in 8-week developmental courses, the success rate increased dramatically from 54.59% to 68.52% (Wyatt et al.2017).

## **2.12 Accelerated Learning Program benefits**

According to Daniel (2000) research, it's possible that students in condensed courses are more motivated than those in longer courses, which could explain why outcomes are comparable in both groups. According to Scott (2003), number of



students enrolled in condensed courses report improved focus, endurance, and retention as well as a reduction in procrastination.

According to Tatum (2010), thorough study revealed that faculty creativity increased within compressed courses, enhanced student motivation, productivity and give student opportunity to engage in active learning during class. According to a number of authors, compressed courses are mostly restructured to adjust lengthy courses and also use pedagogy that encourages increased interaction and student engagement.

Lee and Horfsall (2010) highlight benefits for all stakeholders involved, also highlighted the institutions financial windfall, the satisfaction of students, requests for greater flexibility, and compatibility with the overseas academic calendar. They also show a stronger sense of close group among students, more frequent feedback, and the ability to concentrate on one subject.

A research by Kucsera and Zimmaro (2010) examined how instructors of various departments performed when they taught the same course in condensed and formal formats in the same calendar year. Results showed that even after adjusting for class size and expected grade in the course, intensive courses received significantly higher overall course ratings than traditional courses while also receiving significantly higher overall instructor ratings on student evaluations of teaching effectiveness. According to these findings, preconceived notions about intense courses may be speculative and they may really be just as beneficial as courses offered in more formal formats. A qualitative research study about effects of short time study courses based on faculty members interview revealed that shorter class times did not impact the quality and depth of these courses, pointing out that the study critics claims that the accelerated model degrades academic standards.

### **2.13 Shortcomings of Accelerated Learning Programs**

Courses offered in the framework of an accelerated learning program have their difficulties. Students have complained that they don't have enough time to complete their assignments or learn the course material (Daniel, 2000)

According to Lee & Horsfall (2010), ALP program shortcomings were linked to student perception who were not adequately prepared and have an idea of the basic efforts in, language skills, and former learning skills. According to Lutes and Davies (2012), who also found that skill development grew more rapidly as compared to getting knowledge. Students who miss even single class risks falling behind on their assignments and running into trouble trying to catch up. Additionally, because of their stress levels and the difficulties they encountered in achieving the course requirements in the expedited format, students said they were generally dissatisfied with the accelerated class structure (Colclasure et al., 2018). Students' concerns about instructor qualities, instructional approaches, and evaluation strategies are consistent with Scott (2003) characteristics of good quality condensed learning experiences, emphasised the importance of teaching methodology and instructional design for the success of intensive formats. These courses did not fit Scott's criteria, according to student perceptions in this study, it was advised to reformat to use the standard model semester education till further collection of data.

Holzweiss et al (2019) investigated the experiences of students and teachers in online ALP during a nine-month period in one academic program. The findings show that although the students scored well, they stopped engaging in beneficial academic habits including in-depth reading and rough draught writing. Large number of respondents told they had trouble managing their time, meeting deadlines, and handling their workload. A very less number of respondents shared their feelings and difficulties

in finding balance in rest of other areas of their lives, if something unplanned happened, like an illness.

## **2.14 Out of School Children Situation: An Overview**

Developing countries are lagging behind in achieving EFA & MDGs. UNICEF & UNESCO (2010) launched a joint Global Initiative on Out of School Children to accelerate the goal of universal primary education by 2015 based on UIS/UNICEF (2005) joint report Children out of School: Measuring exclusion from primary education.

According to UIS/UNICEF (2010) data 61 million primary school-age children were out of school globally. According to UNESCO/UIS and Global Monitoring Report, GMR (2014), globally every child could not get in to school till 2015 as pledge taken by UN countries along with internal commitments on different occasions. Furthermore, report states that nearly 57 million children age from 6-11 years never entered school or started their schooling.

According to UIS (2014) 29.6 million children were out of school in Sub-Saharan Africa as compare to other regions. Nearly 8.7 children are not in school in Nigeria, Africa as well as in the whole world though percentage of girls increased by 02 percent 56 percent but the global, improving the gender equality in school could not achieved in Sub Saharan Africa. From 2007 to 2012 children not in school of region was approximately 30 million. Whereas, major improvement seen in basic education in counties of South Asia and West Asia however, 34 million school age children not in school in 2000 in region which reduced to 10 million in 2012. However, girl's enrollment improved in South and West Asia as compared to sub-Saharan Africa in 2000 to 2012 according to UIS, 2014.

Out of school girl's ratio was successfully reduced from two-thirds to one-half during this time in South and West Asia. School age out of school children despite this improvement still biggest hindrance to achieve Millennium Development Goals (MDGs) by 2015. Majority of these out of school children of these countries are in Pakistan.

According to UIS, 2014a in Pakistan, 5.4 million school age not in school children 5-9 years primary school is a big issue. EFAGM Report (2015) based on 70 countries evidence related to retention rate in primary education is slowed down in 37 states. Satisfactory improvement and progress in excess of education stated but 32 countries are facing dropout issue. It is further stated in EFA-GMR (2015) 20% of children in primary level will not enter in next level in Africa. Till the 2015, 100 million children from low and middle-income countries primary school education not completed.

According to UNESCO, 2015 "for students it is important and necessary to complete quality primary education to reach secondary level. According to UIS, 2014-15 situation of secondary education is also at sub optimal stage. Around the world, school age out of school children 12-15 age of secondary education was nearly 63 million from which 26 million were from Southern and Western part of Asia. Universal Primary and lower secondary education goals could not achieve by the world. This report further states that although 27 % enrolment had increased internationally but ratio of incomplete or not finished secondary school education remained 1/3 individuals of average earning countries whereas situation in below average earning countries will be 3/5 children, by 2015. (UNESCO, 2015, p. 10).42 % of adolescent out of school children of the world was found in South and West Asia region.

The updated data of UIS ,2018 has revealed that 263 million children belonging to different age group (primary, adolescent and adult) were out of school in 2016. According to this data primary school age (6-11) 63 million, lower secondary school age (12 to 14) 61 million, upper secondary school age adolescent's youth (15-17) were 139 million around the globe. Among this data in sub-Saharan Africa, 21 million children of primary level, 37 million of lower secondary level and 58 million from upper secondary level. Similarly, in Southern Asia out of school primary age children were 6 million, lower secondary 17 million and upper secondary 48 million. In South Asian region, Pakistan has greatest number of school age children not in school of all OOSC categories as compare to other countries in South Asia.

Currently 26 percent primary, 24 percent lower secondary and 50 percent upper secondary school age children of 22 million are out of school in Pakistan (UIS, 2018). As previously governments and donors had the responsibility of achieving the target of universal primary education. Sustainable Development Goal 04 is “ensuring that all girls and boys complete free, equitable and quality primary and secondary education by 2030” (United Nations, 2015, p. 17). UIS reported that after 03 years of development of SDGs, still “no progress in reducing the global number of out of school children, adolescents and youth” (UIS, 2018, p.1). These out of school children along with dropout are barrier to achieve both universal primary education and SDG 4 “to complete an equitable and high-quality primary and secondary education by 2030” (UIS,2014-15). In order to achieve SDG and reducing out of school children at internationally and nationally policy should be developed to tackle this issue.

Interventions to overcome out of school children education barrier to accessibility. Number of steps are taken to deal this issue in Asian countries regions. Barriers and policy interventions are discussed in global initiative for out of school

children, most importantly long distance, and access to quality education, gender disparity, socioeconomic setup, conflict and migration issues, overage and poverty.

Interventions were adopted by different developing countries. Namely those are

- i. Early childhood education and early childhood development programs
- ii. Enrollment drives
- iii. Non-formal education programs or Accelerated Learning Pathways.
- iv. Financial assistance/economic incentives
- v. Effective Governance Set-up
- vi. Effective Information Management System.

Non-formal education or Alternative learning pathways is related to accelerated learning an educational concept based on theory of multiple intelligence given by Howard Gardner's (1983) which says that people learn in different ways. This concept changed over the time of period and came in new form due to various research and advancement in the field of neuroscience, psychology and education. Later on, Smith worked on multiple intelligence theory in 2003 and proposed learning and learning cycles consist of four elements and activities on the basis of his research work. As the original theory had focused on accelerated learning only whereas in this cycle deeper and effective learning was focused. Later on, these elements were included in programs developed for developing countries to achieve MDGs in conflict and crises situation. It was the situation first time condensed or compressed curriculums included. In different educational context and many cases this model was referred to develop and implement an alternative or complimentary education program.

Accelerated alternative learning program/non formal education programs found in different forms around the world in a variety of forms. For example, in Ethiopia it is named "Speed schools" basic education programs in Ghana and Malawi. (Randall,

Donnell & Jones, 2020). Initially in developing countries this learning cycle model was used to improve and achieve educational outcome, but its use in crisis situations was not evident where these components like teacher, curriculum, training, and material were lacking.

## **2.15 Accelerated Learning and Education in Pakistan**

Primary education is very significant stage of schooling for a child (Government of Pakistan, Economic Survey, 2017). This level is also important for Pakistan to achieve the universal goal of access and equity in education. After 18<sup>th</sup> amendment in 1973, Constitution of Pakistan, Article 25(A) has been inserted which says: “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”.

Among the basic rights education is important one for every human being so government at federal level or provincial level has announced various policy interventions for the provision and access of educational facilities at every level, but still disadvantaged population like out of school children needs some especial attention.

In Pakistan, currently 51.53 million children are under 5-16 age out of which 28.84 million are attending school and 22.8 million are out of school children out of which 5.06 million are of primary age (5-9). There is a huge difference found in the enrollment based on gender, province and area.

Initiatives were taken by government of Pakistan to increase retention at primary level like free textbooks and quality textbooks, revision of national curricula, graduate teachers for primary level and financial assistance for girls. Beside all these policy interventions, Pakistan could not achieve 100% universal primary education by 2015. Pakistan has also signed Sustainable Development Goals (SDG). National

Education Policies and Plans mainly focused access, equity and quality of education but due to the increased number of OOSC situation is not improving.

Prime minister of Pakistan in 2018 after assumption of charge reiterate and showed his commitment to raise the standards of education in school and dealing with 22.5 million out of school children.

## **2.16 Factors of Drop-Out**

Premature school exit has a substantial effect on the person and also has negative economic and social effects on neighborhoods and society. There has been ongoing discussion about the factors that affect students' performance among academics, policymakers, and educators. Numerous research have been conducted in an effort to better understand this matter, and the results of these studies suggest that characteristics such as discipline, hard work, prior academic achievement, parental education, income, and motivation may explain variations in students' grades.

Beron (1990) found that there is a correlation between the performance of the students in recent economic course and their perception of the value of taking another economics course among high school students who are already enrolled in an economics class and wish to take another one. Williams et al. (1992) found no evidence to support the idea regarding significant and persistent gender inequalities in college students' performance on these course tests.

According to Romer (1993) research, a student's GPA is significantly impacted by their attendance in class. According to Anderson and Benjamin (1994), taking a calculus course and overall accomplishment level were the two most significant variables influencing students' performance in introductory economics courses at universities. They discovered that students who are male perform better than those who



are female. The research on the variables influencing students' economics performance leads to students' aptitude as the most crucial determinant of learning, according to Kennedy and Tay (1994), who came to this conclusion in their survey paper. Student performance is benefited by their level of study effort, age, and a good fit between their learning preferences and the instructor's teaching methods.

According to Cohn et al. (1995), learning in economics beginning courses is impacted by memory and note-taking. Devadoss and Foltz (1996) investigated the impact of prior GPA, attendance, and financial situation about the performance of students in some courses connected to agriculture economics. They came to the conclusion that motivation and prior GPA both influence present GPA in a good way. They also discovered that kids who are self-sufficient are likely to perform better.

Zimmer and Fuller (1996), conducted the study of the factors influencing students' performance in statistics, discovered that students' performance in those courses influenced by students attitude toward statistics, their level of anxiety toward it, and their level of computer experience.

Ellis et al. (1998) conducted research study on the factors influencing students' performance in economics principles, discovered that the likelihood that a student will earn an A or B grade significantly decreases as their absence rate rises, when they are a part of a fraternity or sorority, and as their number of credit hours during the semester rises.

On the other side, a calculus course, a better GPA, and higher SAT scores all significantly boost a student's chances of earning an A or B in the class. Age and the students' attitude toward accounting were found to have a substantial impact on students' performance in Lane and Porch's (2002) study of the variables influencing

students' success in an introductory undergraduate financial accounting course. The effectiveness of pupils is substantially associated with how well they feel about their learning environment and the services they receive. He also discovered that having access to professional development opportunities and internships is related to higher academic success.

Karemera (2003), discovered a positive relationship between background characteristics and high school performance and academic success, but no statistically significant link between family income level and academic accomplishment.

### **2.16.1 Socio-economic Factors**

Dropout rates are correlated with socioeconomic issues like poverty, high crime rates, and alcohol and drug misuse. Studies concentrating on socioeconomic conditions reveal that poverty and economic hardships at the time contribute to lack of motivation, a bad self-concept regarding one's academic ability, failure in school, domestic violence, delinquency, and greater dropout rates. As learners are influenced and compelled to leave school to take on family and social duties, asserts that economic concerns are frequently considered as the most important causes prompting learners to drop out of school. Being in school inhibits students' ability to contribute to their families' immediate survival because education in underprivileged areas is expensive.

When a student is not progressing in school, the urgent requirements of the family frequently exceed the benefits of education. It therefore appears that the usefulness and relevance of schooling affect whether and for how long learners remain at school. The dropout rate may therefore also be influenced by how parents, educators, and the community feel about the value of education (Donald et al., 2005).

Due to the fact that the unemployment rate is substantially greater than it is for students who finish their education, dropouts have a disadvantageous economic situation. Additionally, they have much lower lifetime earnings than those who have graduated. Without the necessary training to compete in a job environment that demands highly advanced technical abilities, learners who drop out of school run the risk of becoming reliant on society (McWhirter et al., 2007).

### **2.16.2 Individual Factors**

Additionally, this phenomena is linked to individual factors for example self-concept, gender, color, talent, and difficult behaviors that might lead to violence. For instance, involvement with adolescent criminality has been linked both internationally and nationally to high school dropout. It is important to take into account both environmental factors and individual traits, when investigating high school dropout. (Knestling, 2008).

### **2.16.3 Psycho-Social Factors**

Psychological well-being of individuals often influence dropping out of the school. Due to the negative consequences, such as living in low socio-economic circumstances dropped out learners may dissatisfied with themselves, their surroundings, lack of opportunities, in the result regret the decision to end their education. Moreover this leads to increase in alcohol and drug abuse, criminal activities, and other social problems.

Early school leaders could have to work long hours as to support their parents and families because of their low income, which would make it difficult for them to spend meaningful time with their kids. As a result of this relationship with their families could badly effected and suffer. Children who dropped out of school have lower

personal career goals than their friends who graduated, thus it stands to reason that they may also have lower educational expectations for their own children. As this study focuses on the exploration of school dropout among students in grades 10 to 12, a discussion of adolescence was thought vital to comprehend this developmental stage and to throw light on their overall development. (McWhirter et al., 2007)

Manzoor et.al (2016) conducted research on “Voices of out of School Children with Disabilities”. This survey study was conducted in Kasur & Sheikhpura tehsil, districts of Punjab on 433 children with different disabilities to find out the causes of children’s inclusion from schools. This mix method research study showed lack of admission policy, distant home schooling, school readiness, poverty, child health issues and the main concerned was disabilities of out of school children. Study also found that the special schools gave their services according to their curriculum adaption in those districts, assessment methods, and trainings of teachers and extracurricular activities but on tehsil level not accommodating out of reach children with disabilities due to limited resources as staff, budget, physical infrastructure, and transportation facility. The research recommends that financial support should be given as voucher schemes. Moreover, in regular school structural and attitudinal changes should be observed towards the children with disabilities not to scare them off.

Pradhan et al. (2018) conducted a study on examining the “Reasons in Semi-urban Setting in Pakistan” to highlight the proportion of out of class children & children’s educational attainment in the semi-urban community Deh Chuhar village, Karachi, Pakistan. Study has focused on, out-of-school children from disadvantaged settings, had no access to education facilities & were forced to earn. Reflects the net school attendance ratio for primary and middle/secondary. For data collection, researcher conducted cross-sectional survey by systematic sampling in semi urban town

of Karachi, Pakistan. For finding differences in educational achievements quantitative Chi-square method was used. The researcher found two main reasons which kept children out of school was child's lack interest in studies and poverty. Researcher suggested that it is dire need to promote ECD among parents to increase enrollment in schools and additionally teachers, TEO, community, religious scholars, and health workers to motivate parents for their child's education and to enhance attendance ratio in schools and further provide necessary facilities to household to overcome the financial barriers of the family.

Wali & Mustapha (2019) conducted a study to assess the accelerated education to streamline those who have missed regular schooling in post crises situation. Researchers have studied to what extent these school age children were engaged in post crises setting by using descriptive survey approach and delimited to five IDP Camps in Maiduguri Metropolitan Council, Borno State, Nigeria used purposive sampling technique (100 respondents) and self-developed structured interview as study tool. Study findings showed children of IDP camps not sensitized regarding Accelerated Education, but they were aware about its benefits for them. So, the study suggested that government and its collaborating team must spread the program to fill the gap created in result of crises in study area.

Mughal (2018) conducted a study to "explore the dropout phenomenon from secondary education" from the point of view of heads teachers, teachers, and community council members, parents and dropout student. Data was collected and analyzed by taking dropouts of all government secondary schools of sub-division of Pind Dadan Khan, rural area of Pakistan. In-depth group and individual interviews were conducted from all the selected population. Study findings pointed several policy pull out (religious education, lack of interest, missing study environment at home, parental

child lack of interest in studies, poor studies performance, failure, poverty, financial burden, family size, child labor, migration, feudalism, early marriages,)and push out factors (school location, missing basic facilities ,lack of teachers interest, substandard teaching ,bullying, rote learning)The public policy elements like English syllabus, primary, elementary and secondary examination system, no policy for long-absent students, extra duties of teachers, and less effective school policy. Furthermore, study emphasized policy should focus on preventive approaches for dropout students at national and international level. Problems and issues related to interventions should be analyze at local level so that contextualized strategies for the improvement would be suggested. Study has further suggested to deal the issue of dropout at grass root level a bottom-up policy must be adopted.

Shah et.al. (2019) descriptive study was conducted in Pakistan aimed to find out the causes of dropout at primary level. Mixed method (quantitative qualitative) approach was adopted by the researcher. Questionnaire was used to collect quantitative and focused group discussion used to collect qualitative data. The study found many causing factors of dropout at primary level in Pakistan such as physical, socio-economic, family issues, teacher problem, geographical, teaching learning, school facilities in school, and administrative factors.

McNamara et.al. (2020) this study focused on “opportunity gaps in out of school learning: How structural and functional features of program relate to race and socioeconomic status” in this research survey and video tool was used for the 106 staff of 30 out of school program. Purpose was to assess three characteristics of working people, program activities and adult-child interaction, difference based on racial and socioeconomic layout of program. Study found that staff have insufficient experience and education dealing children from financial low background whereas program

dealing financially low-income American and African family children offered more focused activities. At the end of it was found that there is no qualitative difference in adult-child interaction. Results recommended in the context of out of school children racial and socioeconomic prospect gap is prominent. This study has suggested development and equity in education of out of school children.

Randal, & Donnell, (2020) A qualitative study “Accelerated learning programs for out of school girls: The Impact on Student Achievement and Traditional School Enrollment” was attempt by Jennifer Randal and Francis O’Donnell in 2020. Aim behind this study was to examine to what extent accelerated learning program level, improved learning achievements of out-of-school girls and to find impact of existing Accelerated learning program on formal School enrollment. The study found that 80% girls improved their literacy and numeracy skills, study has further revealed that girls who previously attended school was more definitive than formal school enrollment.

Begum et.al (2020) Alternative learning pathway, to examine to what extent the enrollment of the Alternative learning pathway center increases and to assess the quality of textbook. This was qualitative and quantitative study approach (mixed method)), qualitative data was collected through semi structure interview and interview protocol. 5 educational administrators, 2 curriculum developers and 16 parents who are engaged in the Alternative Learning Pathway are interviewed by the researcher to collect qualitative data. The population for quantitative study was teachers and students. The research collected quantitative data form 26 teachers and 240 students using five-point Likert scales questionnaire. Result of the study showed that the performance of students was satisfactory, teachers working in the Alternative learning pathway are hardworking and they are committed to their duties. The drop out ratio in the Alternative Learning Pathway centers is very less.

## **2.17 EVALUATION MODELS IN EDUCATION PROGRAM**

### **12.17.1 Outcome-Based Evaluation Model**

The outcome-based evaluation model was originated in the United States. It focuses on the program's outcomes and efficacy (Iqbal, 2021). The outcome-based approach is adaptable, transparent, comparable, and portable. According to Iqbal (2021) Tam (2014) identified various shortcomings of outcome-based methods in education based on the perspectives of other critics. Specificity, narrowness, quantifiability, and observability are some of the limits that contribute to reductionism and neglect of integrative evaluation of the educational program.

### **12.17.2 The Kirkpatrick Evaluation Model**

Kirkpatrick's evaluation was developed by Kirkpatrick. It has four stages; reaction, learning, the behaviour, and outcomes. Kirkpatrick and Kirkpatrick (2006) justified the need for program evaluation in order to improve program outcomes and increase its effectiveness, but they also emphasized the importance of considering the needs, objectives, subject contents, participants, appropriate facilities, and a variety of other factors prior to the planning, designing, and execution of that specific program. Iqbal (2021) highlighted the focus of the Kirkpatrick's evaluation on trainee behaviours as the model's key strength. The interdependence of the four levels; reaction, learning, the behaviour, and outcomes is disadvantage of this model because it is not required that the execution of one level leads to improved results for the following level. Similarly, some academics regard the model's difficulties in assessing behaviour, and outcomes to be a disadvantage (Moreau, 2017).

### **12.17.3 CIPP MODEL**

The CIPP Model is a comprehensive framework for assessing the efficacy of any type of education program, It was first created with the purpose of helping to improve



and assesses the U.S. school programs (Daniel L. Stufflebeam, 2000). This model is “a comprehensive framework for guiding evaluations of projects, programs, personnel and evaluation systems” (Stufflebeam, 2003, p. 31). It is based on “learning by doing”. This model underlies both summative and formative evaluations with objective orientation based on the theory that moral good is objective and independent of personnel or merely human feelings (Stufflebeam, 2000, p. 281). It categorizes evaluation into four primary categories: context evaluation (C), input evaluation (I), process evaluation (P), and product/performance evaluation (P). The first three dimensions of this framework are formative in nature, whereas the 4<sup>th</sup> one is summative in nature.

1. It provides a systematic method for identifying the critical components of any program, such as goals, participants, and activities.
2. By allowing stakeholders to evaluate the Context (Context, Input, Process), learners may be more informed about the context in which their education will take place, resulting in more productive experiences.
3. Therefore, the causes of success or failure are easy to identify by studying each stage and its accompanying consequences or outcomes (Process).
4. Provides continuous improvement solutions throughout assessment, helps administrators to keep current on changing needs (Input) while remaining accountable as a result of evidence-based research practice (Process and Product)

Context evaluations examine existing cultural elements such as community expectations, learning opportunities for kids, and educator resources; these aids in developing the optimum beginning circumstances for effective implementation. Input assessments consider the predicted outputs of an educational program by assessing

instructional activities and materials utilized in its delivery; they also check if adequate tech infrastructure is available on campus, if necessary. The process assessment phase assesses how successfully effective instructional methods were implemented during the delivery of an accelerated learning program. Lastly, product/performance assessments assess actual student performance outcomes acquired after completing a certain lesson plan or courseware module within an accelerated learning program; they aid in determining the program's long-term effectiveness among learners.

According to Iqbal et al. (2021) educational program assessment, like other program and initiatives, is required to attain high standards, improve outcomes, and satisfy objectives. The evaluation's goal is to make an educational program effective in all aspects before and after it is launched. Because it focuses on all of the evaluation methodologies and aspects, the CIPP model is a straightforward, adaptable, and useful instrument for measuring program performance.

Iqbal et al. (2021) also stated that the model has a major influence on process improvement since it was designed to be used at the planning and implementation stages. The author further claims that the CIPP approach improve program performance and accountability while keeping costs in mind. The CIPP model, is comprehensive and helpful in objectively assessing the program. Furthermore, assessors might pick a single component of the CIPP model to evaluate the program rather than all four.

Finney (2020) cited the CIPP model's simplicity and broad application as important strengths. The paradigm has certain limits in addition to its versatile nature, comprehensiveness, and simplicity. Vo (2018) stated that applying all of the model's components to program assessment takes time. He emphasized the similarities between context evaluation and need assessment.

Despite its drawbacks, the CIPP methodology appears to take a balanced

approach to evaluation. The model provides a complete, viable, and clear structure, making it a better tool for evaluating various educational programs.

The CIPP Model for Accelerated Learning is an excellent resource for administrators, educators, and researchers. It provides a systematic method that allows teachers to assess success in terms of objectives; the CIPP Model (Context, Input, Process, and Product) is a suitable foundation for accelerated learning programs. Furthermore, this paradigm enables learners to take responsibility of their own growth by allowing them to tailor the learning experience to their own requirements. Additionally, its complete evaluation capabilities assist assessors in determining if goals have been accomplished successfully and efficiently by comparing program outcomes.

Lastly, using the CIPP Model encourages cooperation between teachers and students when developing effective results for potentially challenging themes or project-based activities that need advanced problem-solving abilities in modern era. Context evaluation is used for planning decisions to determine objectives; Input evaluation facilitate the structure decisions to design instructional procedures; Process evaluation is to implement planning decisions to use, monitor and improve procedures ;Product evaluation is applied to review decision to judge, to respond to the outcomes(Popham,1995)

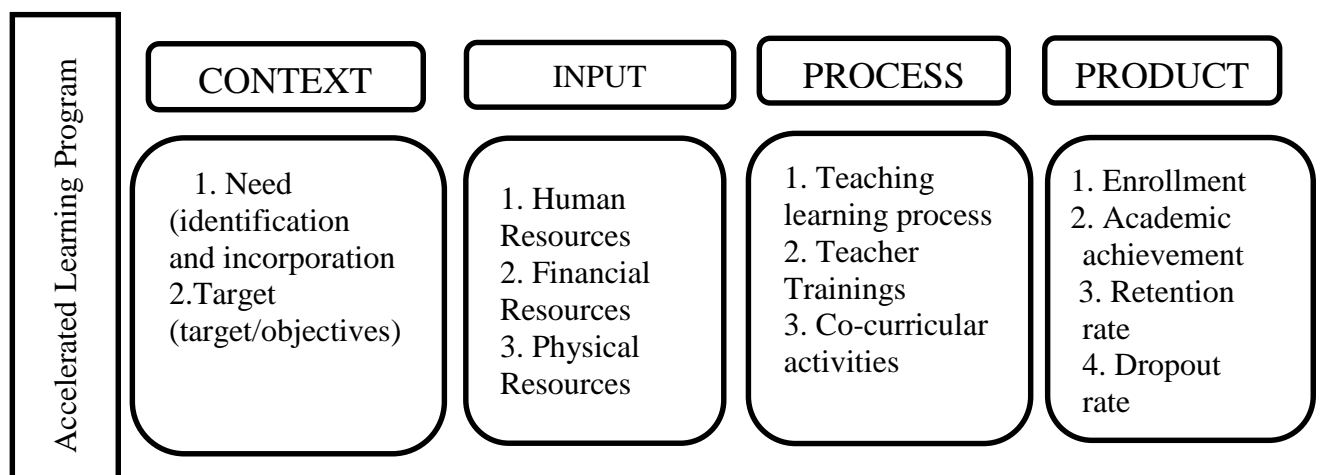
## **2.18 CIPP as Conceptual framework of the study**

The CIPP Model is a conceptual framework for successful, Accelerated Learning Programs. It stands for Context, Inputs, Process and Product.

1. **Context:** This entails investigating the environment in which a program will take place. Needs of target population, opportunities, and intended objectives should all be considered to ensure the learning experience's success.
2. **Inputs:** In this section, we look at the many resources that are required as inputs to create a successful learning experience, such as people (students/facilitators), materials (curriculum/texts), and budget.
3. **Process:** After verifying that all relevant input components are available, this component considers how activities might be devised or adapted from existing practice to fulfill goals quickly and effectively in accordance with educational norms while also meeting the requirements of individual learners.
4. **Product:** The outcomes of applying this model assist us in determining whether or not objectives have been met through evaluation processes based on socio-emotional growth and skill acquisition.

Following is the conceptual framework of the study.

**Figure: 2.1**



*Figure 1.* Conceptual framework based on CIPP Model Stufflebeam(2000)

CIPP (Context, Input, Process and Product) model underlying theme based upon

Above mentioned figure 2.1 shows the conceptual framework. Here the context component includes a requirements analysis, which allows educators to grasp the existing level of knowledge, interests, obstacles, and ambitions of their target audience. This data is then used to identify which goal-related content should be included in the course material.

Inputs primarily relate to teaching tactics such as lectures, seminars, or hands-on exercises, as well as educational resources such as handouts, manuals, or worksheets, among others, all prepared for particular instructional goals by knowledgeable instructors who use technology as needed.

Processes include formative assessments collected on an ongoing basis throughout the duration of the accelerated learning program, which feed into decision making about its effectiveness, including input from both teachers and students, before adaptation if indicated, thus providing a better understanding of how effectively it fulfills its purpose in comparison to expected outcomes.

Finally, products undergo summative evaluation following successful completion, with beneficiary comments maintained for future use/refinement within scope related disciplines, demonstrating fulfillment success as a significant element ultimate stakeholder satisfaction achievement achieved along the route.

## **2.19 Summary**

Accelerated learning programs has been the most common intervention to deal with out-of-school children, a reason behind low literacy rate. What factors most contribute to effective accelerated learning programs and how they might be better leveraged for out-of-school children. Finally, this research will give important insight

into how educators might effectively use such initiatives to enhance their success in educating marginalized student populations. According to studies, such programs may greatly increase participants' information retention, critical thinking abilities, self-esteem, motivation levels, and overall academic achievement, providing them with a wonderful opportunity for better future life prospects.

## **CHAPTER 3**

### **METHODOLOGY OF THE STUDY**

#### **3.1 Introduction**

This chapter consists on research design and methodology.

#### **3.2 Research Approach**

Mixed method research is a holistic, integrated approach. The goal would be to use both qualitative and quantitative methodologies to get a comprehensive grasp of the issue under inquiry. This viewpoint highlights the need of combining multiple methodologies, taking into account their unique strengths and shortcomings at all phases of the research process, from definition through analysis. Mixed-methods research allows us to discover new elements or unexpected correlations between variables, which can considerably expand our knowledge on certain issues.

Within a single study, a mixed method research paradigm promotes the utilization of both qualitative and quantitative data. This style of study tries to investigate a topic or phenomena from numerous perspectives, employing a variety of tools and procedures to get thorough insights into the subject matter. The goal is to capitalize on the complementary strengths that each approach provides; for example, while quantitative data can provide numerical support for researcher assertions, qualitative data allows for in-depth analysis of themes, patterns, and phenomena that were previously unobservable with only quantified results.

#### **3.3 Research Paradigm**

A mixed method study would almost certainly have a paradigm focus on

pragmatic worldview concerned with application what works for solution of problem, what works for the solution of research problem instead of focusing on methods. Pragmatism does not follow any one system of philosophy and reality therefore, applies mixed methods research which allows researchers to draw liberally for both qualitative and quantitative assumptions in their research. Researchers have freedom of choice to select methods, techniques and procedures of research to solve their research problem. As pragmatists do not view the world as an absolute unity likewise researcher look for multiple approaches for collecting and analyzing data instead of restricting to only one or few. Pragmatists is of the point of that, "Truth is what works at the time" in mixed methods research, this allows researcher to draw from a variety of data sources to acquire full insights into whatever they are investigating. A mixed method study would almost certainly have a paradigm focus of "interpretivism" or "constructionism." The emphasis of interpretivism is on understanding the context and meanings associated with an event, occurrence, or situation, whereas constructionism promotes interpretation through context-based analysis.

### **3.4 Research Design**

For this research study mixed-method study design was adopted.

*"Mix method study is an approach where the researcher combines both the qualitative and quantitative research techniques, methods, approaches, concepts or languages into a single study" (Johnson 2004 p.17)*

This study has predominantly qualitative in nature due to focus of researcher on exploring qualitatively effectiveness of Accelerated Learning Program. The reason for adopting mixed-methods approach is qualitative and quantitative nature of research



objectives. Therefore, convergent parallel study design is adopted to gather sufficient data from the respondents on both the components.

#### **3.4.1 Convergent Parallel Mix Method Design**

The convergent parallel design requires that the researcher simultaneously conducts the qualitative and quantitative aspects in the same stage of the research process, gives equal weight to each approach, independently analyses the two components, and allows to interpret the results and findings together (Creswell & Pablo-Clark, 2011). For the study of topic under research Convergent Parallel design gives detail understanding. The qualitative results offer in-depth personal viewpoints, whereas the quantitative data offer broad tendencies and relations that are occasionally needed. Collectively both the approaches are valuable, and their combination provides more information and a thorough grasp of the issue or problem than would have been feasible with just one databank. This design can therefore confirm, validate, or complete the database of one with that of another (Creswell, 2014).

This research design is used by the researcher when research study or problem under study requires both qualitative and the quantitative data at the same time. This design consist on two steps: The QUAL and the QUAN, or it can be both QUAN and QUAL phase. Sometimes, the QUAL and QUAN phases are carried out concurrently or with a little gap between each phase. The two concurrent stages are not constrained by one another. Quantitative (QUAN) separate data gathering and analysis comes under stage two, whereas qualitative (QUAL) separate data collection and analysis comes under stage one. Both the QUAL and QUAN stages are planned out and agreed to address related aspects of the main study topic. The data from each phase is used to make conclusions and inferences, and then findings from QUAL and QUAN are combined and meta-inferences are made in accordance with the data from each phase (Teddlie &

Tashakkori, 2009). With this approach, the researcher tries to answer research questions in order to both confirm and uncover new ideas. According to Morse's (1991) notation, designs may have equal orientation (QUAL+QUAN) or may have a dominating phase. The terms QUAN + qual and QUAL + quan are used to indicate either the quantitative or qualitative component of the design is dominant written in capital letters. The two 145 data analyses in "Parallel Design" is carried out individually, and the proof of phenomenon presented by linking, merging, or mixing both qualitative and quantitative data analysis.

Morse (1991) explained several 'Simultaneous designs' like:

QUAL+ qual represents the qualitatively focused, qualitative simultaneous design

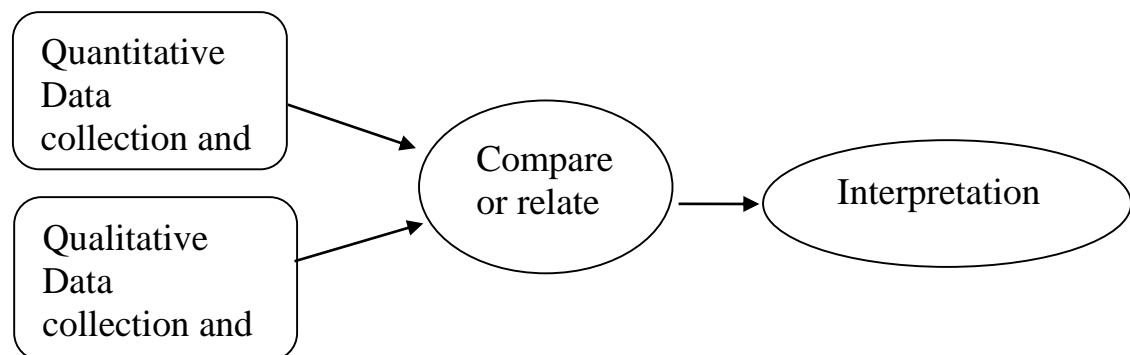
QUAN + quan denotes quantitatively focused quantitative simultaneous design.

QUAN+ qual indicates a quantitatively focused, quantitative, and qualitative design.

QUAL+ quan signifies qualitatively focused, qualitative, and quantitative simultaneous design. For this present study researcher adopted "QUAL+ quan simultaneous design"

wherein: QUAL (Document Analysis & Semi structured Interview Questions) + quan

(Document record like, Result record, Attendance Record, Survey Reports) is used.



*Figure 2* Convergent/Parallel Mix Method Design (Creswell,2014)

### 3.5 Population

A population is sum of all the individuals who share specific traits and are relevant to a particular research question. The population is the study's target audience, or the group to which the researcher is hoping to generalize the findings. Both a general population and a target population can be used to describe the population. The target population is the final selected group with whom research is conducted, and the general population which is consider for the research study initially (Gay, et al. 2012).

There are 62 accelerated learning centers in Islamabad. As per Pakistan Education Statistics, 2020-21, in Islamabad 36% children dropped in the years 2021-22 (Ministry of Education and Professional Training, 2023). These 36% out of school children and their parents are target population of the study.

Total four (4) program developer of Islamabad, six (6) area education officers, teachers of 62 accelerated learning centers, and 06 parents of dropped out students of Accelerated Program of Federal Directorate of Education; Islamabad are the sample of this study. It is not possible to get the data from over-all population, so the researcher applied sampling technique to limit the respondents.

All the program developer of Islamabad, area education officers, Accelerated Learning centers, students and parents of dropped out students of accelerated program of Federal Directorate of Education; Islamabad were the population of the study.

**Table 3.1***Population of the Study*

Sectors	Learning centers	Area Education Officer	OOSC Teacher	Program Developers
Sector Urban II	03	01	03	FDE,02
Sector Bharakau	16	01	16	MoE&PT,02
Sector Nilore	12	01	12	
Sector Urban I	03	01	03	
Sector Tarnoul	16	01	16	
Sector Sihala	13	01	13	
Total	62	06	62	

*Source:* Federal directorate of Education, Islamabad .IT Section

### 3.6 Sampling Technique

A sample is an example of a subset of a population chosen to participate in the study; it is a portion of the population chosen to be a part of the study (Brink, 1996; Polit & Hungler, 1999). Sampling refers to the overall process of selecting a sample is a representative of the entire population (Wood & Haber, 1998; Polit & Hungler, 1999). It consist on selecting a small amount from targeted population or sample through statistical methods, to make observations and infer conclusions. Entire population cannot be investigated due limited time and financial restrictions. Due to practical and financial limitations therefore we select a sample from the population as

its representative and to make study observations and analysis. Sample selected actually representative of the community so the conclusions made on the responses of sample can be applied to the population of interest, (Creswell, 2009).

For both research components purposive/convenient sampling technique was adopted. Gay, Mills & Airasian (2012) for a quantitative research study to avoid any error and for generalizability of research result. On the other hand qualitative study need purposive/convenient sampling, so, just relevant educational officers, teachers, dropped students and their parents were the sample of the study.

### **3.6.1 Sample**

The participants of this research study were twenty teachers of Accelerated Learning Program. There are six sectors of Islamabad ICT, Tarnol, Sihala, Bhara Kahu, Nilore, Urban-I and Urban-II having 423 educational institutions working under Federal Directorate of Education Islamabad. There were total sixty two teachers working in urban and rural sectors from which 15 teachers, male and female from rural and five male or female teachers from urban sectors, six parents of dropped out students (one each from rural and urban sectors) six AEO and two Program Developers, were the sample of this study.

### **3.7 Research Instrument**

Effectiveness and success of a research study depend greatly on the choice of "appropriate and valuable research tools" (Ari et al., 2010). The definition of a research tool is "a rules for assessing process and are used to gather and record data for evaluation, executive, and lastly considered" (Colton & Covert, 2007). Data collection tool for this research study were interview protocol, checklist and document analysis.

Interviews and document analysis are effective data sources for assessing a product or service because they provide the evaluator with direct access to people's ideas and input. They provide more precise information than just witnessing a product in use or compiling a list of accessible resources while observational studies might provide insights into usage patterns, interviews record comprehensive experiences from many viewpoints. Document analysis aids in identifying possible gaps between client needs and what the process/product under consideration actually delivers.

Data sources such as interviews and document analysis were chosen because they give thorough information on a company's goals, objectives, capabilities, and resources. Researchers might acquire a better understanding of an organization's strengths and shortcomings by asking questions during an interview or evaluating existing documents such as business plans or budget statements. Moreover, interviews and document analysis can show critical gaps in understanding about specific issues, which can benefit in evaluating future projects. Because this study entails gathering data on material assets and other physical objects involved with a firm's activities, resource inventories are also crucial for assessing performance.

When analyzing an individual or organization, interviews and document analysis have been chosen as data sources since they are the most efficient in terms of time and money. They enable us to swiftly collect vital information that would otherwise be difficult, if not impossible, to obtain through observation or resource inventory. Moreover, interviews give insight into the attitudes and intentions of individuals or organizations, whilst document excerpts might provide a historical perspective on certain events. Finally, the combination of interviewing and document analysis provides researchers with more different perspectives on a problem, increasing the likelihood of reliable evaluation outcomes.

### **3.7.1 Interview Protocol**

Interview protocol includes semi structure interviews probing questions and pre-set questions which interviewer was ask from interviewee to gather the data. This tool is beneficial for a researcher in term that a researcher can modify the questions as per the needs of situation and data collection process. As semi-structured interviews allow researcher to ask probing questions in order to gain in-depth understating of interviewee thoughts, for the further clarity of the interviewee's responses with regard to accelerated learning program duration, learning material, teaching learning process, learning facilities, and assessment procedure.

### **3.7.2 Document Analysis**

Document analysis of official records was useful for collecting research data. Analysis of such official record documents used for triangulation of data and to avoid the researcher's biasness. Records or documents like books, enrollment/attendance registers and assessment records were examined.

## **3.8 Verification of Tools**

Validity is the degree to which a measuring device measures what it is supposed to measure or intended to measure (Fraenkel & Wallen, 2009). The reliability of the research instruments was appropriately guaranteed. The researcher initially created an interview protocol sheet with 4 sections, each of which comprised several probing questions. For its validity check it was then shared with experts for valuable input. The interview protocol sheet was updated with helpful advice, such as rephrasing a few sentences and changing some challenging phrases to make the questionnaire simpler for the respondents to grasp. The interview protocol sheet was updated to reflect the

comments, changes, and revisions made by the experts, which were deemed appropriate.

### **3.9 Data Collection**

To explore the context of Accelerated Learning Program with reference to out of school children, data is collected through document analysis (National Education Policy Framework 2018) and interview protocol from program developers, Area Education Officers and teachers. To examine inputs/resources provided to Accelerated Learning Program for out of school children, data were collected through interview protocol from program developer, Area education officer and document analysis (National education policy framework 2018). To examine the effect of teachers training in the process of Accelerated Learning Program implementation. For this research study objective data will be collected through semi structure interviews from teachers and document analysis (teachers training manual/guide). To determine the outcome of Accelerated Learning Program in terms of out of school children enrollment and student learning. For this research study objective data were collected through document analysis (survey reports, attendance records and examination result) and semi structure interview through interview protocol from parents (dropped out students).

### **3.10 Data Analysis**

Qualitative data was analyzed under preset themes of conceptual framework based on CIPP model adopted for the study, whereas quantitative data was examined using the mean, frequencies, and percentages. Tables were created to represent the results, and the researcher provided thorough explanations for each table. Qualitative data analyzed through thematic analysis. A thematic analysis looks for themes and patterns in the interview data. In qualitative research, thematic analysis is employed,



and it focuses on finding themes or patterns of significance within the data. This approach can place an emphasis on both a theoretically informed interpretation of data and the organization and rich description of the data set.

### **3.11 Research Ethics**

- a) Confidentiality: The participants were given the assurance that their identifying information would be kept private and only used for the intended purpose of the study.
- b) Permission: The researcher asked the University for Permission in advance to conduct the study.
- c) Informed consent: Research participants were requested for their consent to participate after being fully informed about the methods involved in the research study. Furthermore, participants anonymity would be maintain at all times.

### **3.12 Delimitation of the Study**

As the accelerated learning program implemented in Islamabad has three packages or grade level A, B and C. Package A designed to cover grade nursery and grade one, package B covers grade 2 and 3, package C covers grade 4 and 5. Duration of each package to be covered by the student is 09 months and age limit is 8 years and above.

This study is delimited to:

- a) Accelerated Learning Program Package (C) ICT level in public schools.
- b) Out of school children learning centers established by Federal Directorate of Education Islamabad.
- c) Parents of dropped out children.
- d) Teachers of Accelerated Learning Program at ICT level in public schools.

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter consists of detailed analysis and interpretation of data collected. In this study Effectiveness of Accelerated Learning Program in the context of out of school children was explored through views of Program Developer, Area Education Officers, out of school children, teachers and drop out students' parent. This research study used convergent parallel research design, (QUAL+quan). Data for qualitative part was collected through semi structure interview and document analysis whereas, for quantitative part data was collected through out of school children assessment results. This study has two sections: qualitative analysis section and quantitative analysis section. Qualitative analysis consists of two types of analysis, document analysis and research interview analysis done under four main domains derived and pre-determined from conceptual framework CIPP (context, Input process and product) adopted for research study. Under first three domains, context, input, and process purely qualitative data is collected through semi structured interviews and document analysis. Under last fourth domain qualitative data and quantitative data was collected and analyzed.

#### **4.1 Section I: Qualitative Part**

##### **Part A: Semi Structured Interviews Analysis**

#### **4.2 Main Theme: Context**

Main Research objective under this theme was to examine the context of accelerated learning program with reference to out of school children. To assess or develop any program, context is the most important aspect and gives the direction to program developer and evaluator, to understand for what program will be developed and

evaluated. Furthermore, it provides the foundation for developing objectives and altering or validating the ones that already exist (Stufflebeam, 1971). It can be started to be executed before, during, or after a program is begun. In order to evaluate the program, aims and objectives, needs, issues, and opportunities are assessed (Stufflebeam, 2000). All these aspects of context were discussed with participants mainly program developer and Area Education Officers. Responses are explained under subthemes.

#### **4.2.1 Sub-Themes: Needs identification and incorporation**

R1-PD (BA) told that

*These were the missed out, dropped out and overage children whose needs assessment relating to their basic education and learning was very crucial. Furthermore, he added that reason behind focusing out of school children educational was refusal to admission due to certain issues like overage, migrant and access of girls to school. These children were identified through survey conducted by involving local community, volunteers, union counselors, and teachers. These educational and learning needs were addressed by developing Accelerated Program based on flexible and accommodating admission for such overage children, need based curriculum (condensed), textbooks assessment policy and provision of trained teachers.*

R 2 EON (MR) stated that,

*This program addressed identified educational needs by developing learning centers, condensed curriculum, integrated books age relaxation and specific assessment policy as well. These centers were developed in every sector for both girls and boys. Financial assistance would have covered their earning issues.*

*Educational needs out of school children, overage issue were covered through developing condensed curriculum, integrated books, and trained teachers and specific assessment policy*

R 3 EOT (EM) stated that,

*Firstly the issue of out of school children was highlighted It was necessary to cater the educational needs and demands of out of school children. These children are different from normal children in the society. They have overage issues so that they cannot enroll in formal schools. There data is collected since last two years through surveys conducted by different public and private bodies. Survey data was collected during door to door survey campaign by the teachers and school staff through a specific survey questionnaire. They had identified three thousand children. Before that survey another survey was conducted in that survey found or identified 11000 out of school children in Islamabad. Major ratio of out of schools children belong to out sider, migrated from different areas for earning purpose so they cannot afford educational expenses of such children. Poverty was also main hurdle in the education of those children. Another main issue was their parents are illiterate they do not give attention their children.*

R 4 T-MBK (AS) told

*It is the most important for those children who can't continue their education due to some problems like poverty, displacement, war and ignorance. It was necessary to enroll, out of school children in educational institutions for education because of OOSC literacy rate has gone down rapidly, and letting these children free in society without education means putting them at high risk to develop bad habits and get in unlawful activities. These children couldn't get education due to lack of facilities, poverty, and responsibilities of family. During door to door survey it was came into notice that*

*majority of these children left education or never gone to school due to financial constraints and cultural barriers for female candidates.*

R 5 T-MBK (ASH) shared his information regarding ALP background in following words,

*Accelerated Learning Program was a project of JAIQA started in 2009. According to the him basic reasons of increased number of out of school children is poverty and children belong to f poor families, having earnings issues, and dropped out of school. As these children belong to poor family, so there was a need to provide books, copies and other stationaries to them. In the beginning, this material was provided to them. Through this successful strategy 96% out of school children enrolled in school. But as the project shifted from JAIQA, shortage of resources started, from then they tried their best to fulfil student's needs till now. Because of their negligence many students left and new enrollment declined. Federal Directorate of Education conducted meeting with JAIQA, where separate budget for teachers allotted. Initially they pay 9000 to teachers which were then increased to 14,500. AEO's were included in the meeting, which further involves union Councils, and fed teachers were given the duties to collect from union councils. Initially according to JAIQA's policies only 8-16 years old children were collected and only I, II, III classes were available for them and students were managed in classes according to their age. Later on it moves to 5<sup>th</sup> class and students having age between 10-16 years were kept in 4<sup>th</sup> and 5<sup>th</sup> classes.*

R 6 TFT(NA) she shared her information regarding background of this program in these words,

*These were those children who never went to school even their parents had no intension to send them to school. We were given task to find such children and enroll in school*

*when went into the community and visited every home in our surroundings, they had so many problems but the biggest problem they were unable to afford their kids studies had no facilities, in every home 3 to 4 children were deprived of studies due to these problems .During the survey we ensured them to provide all basic learning material to their children and made them agree to send their children to school. These children had the right to get education like all other children. For the prosperity, justice, peace, and equality we had to focus on the issue of these out of school children. We came to know about their educational needs but at the time of program development their main need of quality primary education was identified which based on learning literacy skills and numeracy skills. Although they were facing malnutrition problem as well, but it was not in the hands of teacher to resolve.*

R 7 T-MBK (ZA) explained background of developing this program,

*Globally literacy of Pakistan was very low comparing with neighboring countries more than 20 million children out of school. This program was initiated for those purposes as drop out children can enroll in schools. Poverty was main reason behind drop out school. Parents could not pay expanses of education of their children. To find out dropped or out of school children Ministry of Education involved teachers. They found children through door to door survey. That program has three categories or packages. In package one those children included who had not gone or seen school or classroom in their life. Each category or package of this program comprised on 9-month .Package A covers class/grade prep and 1, package B covers class /Grade 2 and 3 and package 3 covers class/Grade 4 and 5..Combine course for those children prepared class four and fifth. Age of children was big so that such program prepared in three packages.*

**i. Sub-Theme: Targets /Objectives**

R1-PD (BA) explains this aspect by saying that,

*Completion of primary education within minimum possible time was the priority goal set to achieve through Accelerated Learning Program. He further stated that learning objectives of Accelerated Learning Program were derived from Primary curriculum by National Curriculum Council (NCC) along with identification and enrollment of students, teachers, training and mentoring of teachers and retention of students.*

R 2 EON (MR) said that,

*Main goal of developing this program was to decrease number out of school children by enrolling them in formal and informal education programs and ensuring primary level competition to streamline these students.*

*Program objectives were set in different meetings, program action plan was discussed, and roles were assigned to the responsible people through official letters. Profit free NGO were approached to help in developing books and curriculum.*

R 3 EOT (EM) told that,

*At initial stage with inclusive collaboration of different NGOs main goal was to enroll these children in schools of Federal directorate of Education, Islamabad. Three years program named Accelerated Learning Program consisted on three packages. A. B. and C was developed.*

R 4 T-MBK (AS) was of the opinion that,

*Accelerated learning program aimed to provide educational facilities to those children who are out of school or never gone to school due to financial problems. Bringing them towards education and fulfilling their educational needs was one of the priority of the government mentioned in National Policy Framework 2018 and he assigned to the education department. Through Accelerated learning program aimed*

*to provide primary education to OOSC so that they may streamline to formal schools in future.*

R 5 T-MBK(ASH) said that,

*Objectives of Accelerated Learning Program was to help and educate poor peoples. And to achieve their objectives they were taking advantage of existing government teachers and faculties skills by giving them some good packages. But when in the start they give only 9,000 to teachers it ley downs their moral. Initially class timings were properly set to 5 hours a day but because of low packages teachers decrement it to 3 hours a day. In our there was separate classes for girls and boys which highly improve performance. Female teachers were included as well but with the passage of time due to lack of motivation teacher's performance declined.*

R 6 T-FT(NA) told that,

*This program was specially designed to fulfill educational needs of these students in which free of cost books were designed in first phase with the assistance of JICA and AIOU, then school bags were given than in 2<sup>nd</sup> phase.*

R 7 T-MBK (ZA) explains what was program aimed to achieve in these words,

*Drop out children joined schools as they can learn reading and writing. Through this learning program they may improve their life as other children of society. They were 15 and 16 year old. That program was made in the third phase they will gain technical and vocational training. First time the authorities of that program fulfilled their necessities. That program was initiated mutually by the government, federal directorate of education and non-governmental organization. That course had to complete less than three years. Completing objectives of program first of all syllabus of that prepared then teachers were got train according to new syllabus. Mission of that program was*



*educating more children. It was mutual program of government and non-governmental organizations.*

### **4.3 Main Theme: Input (Resources)**

#### **4.3.1 Sub-Theme: Human Resource**

R1-PD (BA) share his views in these words,

*It was a quite big challenge to find good and relevant HR from the communities. Minimum intermediate level qualified youngsters. Training with proper on time mentoring. With support of local communities initially it was challenging but gradually they performed well.*

*Teachers were the main force make this program successful by inspiring and motivating these children to continue their studies beside all financial or sociocultural issues. For this program energetic, experienced, and active teachers were required who could handle all age group students and facilitate them to learn properly.*

*Initially, among the teachers at morning school were offered to teach these children in evening shift but due to their morning shift it was hectic for them to teach these students who had been from different background and age groups. Different NGOs were also invited to work for this task.*

R 2 EON (MR) was of opinion that,

*This was very challenging task to hire good teachers who possess appropriate teaching skills and can achieve the desired goals of Accelerated learning program. Teachers were the main force make this program successful by inspiring and motivating these children to continue their studies beside all financial or sociocultural issues.*

R 3 EOT (EM) was of this opinion that,

*For this program energetic, experienced, and active teachers were required who could handle all age group students and facilitate them to learn properly.*

*As in streamlined school as well the role of teacher as a facilitator is highly important. These were the children who were out of school some of them never seen or attended school in their little life span and others were dropped out due to socioeconomic, sociocultural, and learning issues at primary level. So, it was very much important to appoint energetic and dedicated teachers who could execute this program planning properly. Different NGOs like PAGE and Idaro Taleem O Aghahee foundations provided teachers and teachers from government schools were assigned this duty in evening as well.*

R 4 T-MBK (AS) was of the opinion that,

*For Accelerated Learning Program, hiring of the staff was the most important step because government institutions have already shortage of staff. Therefore, well experienced and educated teachers from government setup were given this task with extra salary and NGOs also cooperated and provided teachers. Those teachers comparatively were fresh university graduates. Moreover, for educational learning system teacher plays the most important role to provide the education to children. For this we hire highly educated teachers who are able to provide all educational facilities to the children. Teachers from different university graduates were recruited for this program. Those teachers comparatively were fresh university graduates whereas, the teachers from government were also assigned this task and given extra salary as well.*

R 5 T-MBK (ASH) told that,

*As ALP started in evening shift in government institutions, so all AEO's were asked to collect teachers name who are available for evening shift and willing to teach. Initially all of the teachers were unaware of the program, so at that time many master trainers*

*like Phd teacher and many subject specialists join it for the sake of good packages or amount. But when ALP move from JAICA to others, because of lack of performance and maintenance most of the good teachers left this program. As different NGOs came forward and recruited and rumerated to the teachers to continue this program. So far, there is no such systematic supervision of the program. COVID has also affected this program and in terms of teacher job continuity who were hired by the NGOs left in the middle.*

R 7 T-MBK (ZA) shared that,

*Government provided teachers from their formal education system who are serving willingly in the schools. Some NGOs also get involved and provided teachers. During COVID few of the teachers discontinue and same happened with children as well. Those teachers who were in primary section they can manage children very well in the comparison of secondary or middle level teachers. Education status of teachers was B.A some have profession teaching degree B.Ed. and M.ED. A teacher is not teacher but an individual of society.*

#### **4.3.2 Sub-Themes: Financial Resource**

R1-PD(BA) told that

*Honorarium for teachers and teaching learning materials for students and teachers training was provided. It was important for smooth functioning of the Accelerated Learning Program.*

R 2 EON (MR) shared,

*For this program it was necessary to provide some stimulus to the students, parents, and teachers. Most of the OOSC were either helping their parents in work or only the earning hand of their families. For the teachers it was important to reward their*

*services who were taking classes of OOSC after morning shift and for arranging teaching learning material as well. Public private partnership was encouraged specially Idara-e-Taleem-o-Aghahi and PAGE foundation who provided numeration to the teachers.*

R 3 EOT (EM),

*Salary for teachers and free of cost books were provided only. There were no any other financial assistance provided .Though it was planned to provide stipend to the students to accommodate their bread earning issue.*

R 4 T-MBK (AS) shared his view in these words,

*For accelerated program the institute need finical help to run this program successfully.. While on the other hand for learning program maintain easy and smooth syllabus made by the relevant teacher.*

R 5 T-MBK (ASH) told that,

*Financial resources were only of 40%, although these resources were enough to meets projects initial needs but was very low to cover the whole project. For the maintenance or long term working or success of ALP it was necessary to keep intact the teachers and children by assisting them financially, but it wasn't done. As the out of school children were from poor families, so it was necessary to provide books, copies and stationaries to them and it was properly provided in the beginning but later on they do not provide it properly to them, so because of this reasons ALP moves towards declined.*

#### **4.3.3 Sub-Theme: Material or Physical Resource**

##### **a) Teaching Learning Material**

R 1-PD (BA) said that,

*Teachers' guides were developed to facilitate teachers and guides have helped the teachers to teach the students as per their learning style.*

He further told that,

*Beside teachers guide, condensed curriculum and quality books were developed to fill the gap of overage. Accelerated Learning Program (Primary curriculum) was based on activities-based teaching, learning materials along with teacher guides, training manuals, resource materials and assessment tools. While telling about the standard of this teaching learning material he added that this material was developed by engaging highly experienced professionals under the supervision of NCC. This material remains helpful to achieve program objectives up to satisfactory level because teacher guides were very comprehensive beside other supporting materials along with timely mentoring support. He explained why there was a need of developing condensed curriculum in these words; major reason was being overage students e.g., ten years old out of school child doesn't require 5-6 years primary education who already missed but this opportunity, Accelerated Learning Program gives the opportunity to complete primary education in Accelerated time and continue further education.*

R 2-EON (MR)said that,

*Teachers were provided teachers guide after training which is like a lesson planner. Which made teaching process easy for the teachers. Beside these guides condensed curriculum was inclusive, comprehensive and aligned with NCC remain significant and helpful for the teachers to achieve set targets of program". Condensed curriculum addressed the issue of age diversity (over age children) as per the vision of National Education policies and National Curriculum Framework. To support and achieve ALP objectives, textbooks were also developed according to the reduced curriculum". Accordingly the condensed textbooks were also developed.*

R 3 EOT (ME) stated that,

*Condensed curriculum developed due to shortage of time. Standard of this curriculum is not less than formal school curriculum. Furthermore, this curriculum have logical sequence of standards, benchmarks and SLOs".ALP curriculum and integrated books were developed which helped a teacher to teach. These teachers have access to use all available resources of that school as well, but the schools are also not having sufficient basic facilities for their students even.*

*Undoubtedly, the standard of condensed curriculum developed by NCC and books with the assistance of JICA and AIOU.*

*These inclusive condensed curriculum, comprehensive teacher guides and supportive teaching training remain significant and helpful for the teachers to achieve set targets of program.*

R 4 T-MBK(AS)

*For this program implementation, mainly government institutions material was utilized like building and the other facilities for example chairs and free books notebooks, filtration plant for clean water and transport system for those teacher and students who came from far away from the institution. This material has made teaching easy for the teachers and learning for the students. But there is a need of AVaids for these children for which teachers don't have resources or material.*

R 5 T-MBK (ASH) told that

*It was 3 years project consisted on 3 levels, Package A, Package B and Package C .Each package consisted on nine-month period and syllabus or condensed curriculum remain very efficient which short time we delivered more content and it saves students times. As special curriculum was developed, so teachers were specially trained. They*

*introduced phoenix for the first time in their trainings. Teachers were trained to teach students by using sounds and to write story by looking at pictures.*

R 6 T-FT (NA)

*By designing condensed books and curriculum, educational needs were fulfilled through this program.*

R 7 TMBK (ZA) told the same as other participants said that,

*Government provided formal school buildings to run this program in evening time. New syllabus was developed different than formal education syllabus. That syllabus was totally in Urdu. That syllabus is non-formal basis on the observation. Designed program cannot run very well. It was in crisis.*

## **b) Learning Environment**

R3 EOT (EM) told,

*All physical sources are available for the drop out children. As present for the normal children in the morning. But this is a fact that existing situation of those facilities in government institutions are not an ideal one.*

R 4 T-MBK (AS) told that,

*By efficient use of available resources and facilities, a conducive learning environment is given to these OOSC at some extent to every student and we treat them like a son/daughter. For those children who are out school system due to lack of resources, teachers provided them a friendly environment inside the learning center in available resources.*

## **4.4 Main Theme: Process**

### **4.4.1 Sub-Theme: Teaching Learning process**

R 1-PD (BA) said that,

*Teachers were trained while teaching to the OOSC their lessons based on prior learning, participatory, activities based and integrated SLOs of various concepts as given in curriculums and books.*

R 4 T-MBK (AS) responded that,

*Moreover, the professional teacher play a main character in this program to deliver education as they are teaching in other institutions. For accelerated program teacher need training that who treat the children to make them ensure they are in best institute for education for this we provide training session for all teacher to make them a professional teacher.*

#### **4.4.2 Sub-Theme: Teacher Training**

R 1-PD (BA) was of the opinion that,

*There was a comprehensive teacher training program, from orientation to mid-level and refresher training courses and cluster based monthly interaction of teachers and trainers to resolve the problems.*

R 2 EON (MR) stated that,

*Whenever any program is developed or launch relevant workforce is appointed, oriented, and capacitated who will execute the program. So, without skilled workforce it is not possible to implement any program and achieve targets. That is the reason the skills were developed to implement this curriculum for teaching these out of school children.*

R 3EOT (EM) stated that,

*These trainings played a vital role enabling the teachers to understand the learning needs of out of school children. These trainings were comprehensive in nature. For all*



*three packages teachers trained in separate phases, cluster based and scheduled monthly interaction of trainer and trainees (teachers) to resolve emerging issues.*

*During the training regularity and punctuality were monitored by the trainer. After the training there was no such mechanism devised to monitor improvement or implementation of training skills in classroom teaching. However, teachers provided by the NGOs were somehow monitored by these NGOs. Though, it was a plan to introduce smart phone app for monitoring purpose, but it couldn't implement.*

R 4 T-MBK(AS) stated that,

*As this program has been specially developed by keeping in view the needs of OOSC. That's why teachers training on condensed curriculum and textbooks were given in different phases and according to the Packages of curriculum. These training helped us to teach these vulnerable children who already deprived of education and other basic facilities.*

R 5 T-MBK (ASH) shared his response in these words,

*Teachers were given training by JAICA, and were fully trained on three curriculum packagelike A, B, C. As the condensed curriculum is new for teachers but because of the training we not only understand curriculum but also learn teaching skills.*

#### **4.4.3 Sub-Theme: Co-curricular activities**

R 1-PD (BA) has opinion that,

*Specially designed books for these children have some hands on or activity-based tasks.*

*Moreover, the teachers were also trained to teach them*

R 3 EOT (EM) told that,

*There are no funds provided to carry out such activities and opportunity and facilities for the extra curriculum activities.*

R 4 T-MBK (AS) shared his experience in these words,

*We always try to make lessons activity based but due to shortage of resources and limited timings it is not possible to plan every lesson activity based. Nevertheless, these children are already very active and somewhat have real life experiences and they better understand by giving real life experiences as well.*

R 5 T-MBK (ASH) responded in these words,

*The best thing which highly improves students learning is phoenix and making stories through pictures.*

#### **4.5 Analysis of Qualitative Data of Program Developer and Area Education Officers**

In the light of above mentioned interviews responses following is the qualitative analysis.

##### **4.5.1 Reasons for Drop Out**

As per the respondents i.e. Program developer and area education officers, the major reason for drop out is educational expenses. Majority of the dropped out students are poor and they cannot afford educational expenses. So, Poverty was also main hurdle in the education.

2ndly parents of these dropped out students are illiterate. They do not give attention to their children. They cannot understand the importance of the education for their children. Thus, less senility regarding education from the family is another reason of drop out.

At third place, lack of facilities and material i.e. Books, copies and other stationeries, schools furniture i.e. Chairs and free books and notebooks and no transport

system to the school or from the school are the reasons. Afterword, less attention by the teachers, shortage of staff, untrained teachers, over load upon teachers, non-availability of 2nd shift of school for working students are the reasons. There is an also cultural barrier for female candidates. People do not like to send their daughter to the schools. Less access of girl's school in the area is also a common reason. Some other reasons are malnutrition that causes hurdle in study, lack of motivation both from teachers and parents, ignorance, children overage for school admission, migration etc.

The program developer and area education officers made suggestion to reduce dropout rate in the schools. They suggested that there should be need based curriculum (condensed) at the first place. The issue can be covered through developing condensed curriculum, integrated books and also Urdu syllabus as per student's requirements. There is also a need of trained teachers and proper mentoring. New energetic, experienced, and active teachers are required. To fulfill this goal new appointment of fresh graduates is needed. Subject specialists are also required. Specific assessment policy, particularly for textbooks assessment is also needed.

Along with human resources, material resources are also needed to cope with the situation. Arranging teaching learning material is also a necessity. Schools furniture i.e. chairs, desks, boards, and free books and notebooks for poor children, AV aids, filtration plant for clean water and transport system for those teacher and students who came from far away from the institution are also in need.

Evening shift along morning shift is also of great importance. Evening shifts is requirement for the children who work in the morning to support their families. Monthly stipend to the students to accommodate their bread earning issue is also suggested by the respondents. There should be good salary packages for the teachers

for their services. Extra salary package for the teachers who are taking classes of OOSC after morning shift is also suggested by the respondents to motivate these teachers.

Flexible and accommodating admission for such overage children, motivating these children, participatory and activities based learning, friendly learning environment, extra curriculum activities, opportunities for real life experiences are some other suggestions by the participants of the study.

#### **4.6 Section II: Part A: Quantitative Analysis**

##### **4.6.1 Main Theme: Product**

##### **4.6.1.1 Sub-Theme: Enrollment**

Following are the tables showing out of school children identified through survey and enrolled in Accelerated Learning Centers established in Public schools working under FDE Islamabad.

**Table 4.1**

*Survey Report showing data of OOSC from primary to Higher in ICT*

<b>Survey Conducting Body</b>	<b>Survey Year</b>	<b>Number of OOSC</b>	<b>Educational level</b>
Pakistan Education Statistics	2016-17	45035	Primary to Higher
Ministry of Education and Professional Training, Islamabad and AEPAM Islamabad	2017	11,000	Primary

Federal Directorate of Education, Islamabad.	2018,	27,000	Primary
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*Sources:* Pakistan Education Statics 2017-18(p.40-52 and 55) & FDE, Islamabad IT, Section

Table 4.1 This table shows the number of out of school children identified through survey conducted by FDE, Ministry of Education and AEPAM in different years showing number of out school children. Later on these children were enrolled in FDE established Accelerated Learning Centers. Few of these students

#### **Table 4.2**

*Data Pertaining to NFE /ALP centers and students enrolled in Sector Urban-II (03)*

Name of NFE Centre	No of Students Enrolled		
	Package A	Package B	Package C
IMCG, I-9/1	32	0	0
IMS NO.2 G-9/3	38	0	0
IMSB (VI-X), G-9/1	14	0	0
<b>Total</b>	<b>84</b>	<b>0</b>	<b>0</b>

Table 4.2 show that 84 students enrolled in Package-A in 03 ALP centers of Sector Urban-II.

**Table 4.3***Data Pertaining to NFE/ALP Centers and students enrolled in Sector Sihala (13)*

Name of NFE Centre	No of Students Enrolled		
	Package A	Package B	Package C
IMSB (I-V) Lohi Bher	17	0	0
IMSG (I-V) Ladhiot	12	0	0
IMSG (I-VIII) Miana Thub	20	0	0
IMSG (I-V) Sihala Mirzian	22	0	0
IMSB (I-V) Ara Burji	17	0	0
IMCG Mohra Nagial	21	0	0
IMCB Mohra Nagial	42	0	0
IMSG (I-V) Rawat	19	0	0
IMSB (I-X) Banni Saran	27	0	0
IMSG (I-VIII) Niazian	26	0	0
IMSB (I-X) Gagri	23	0	0
IMSG (I-V) Herdogher	15	0	0
IMSG (I-V) Humak	11	0	0
<b>Total</b>	<b>272</b>	<b>0</b>	<b>0</b>

Table 4.3 show that 272 students' of enrolled in Package A in 13 ALP centers of Sector Sihala

**Table 4.4***Data Pertaining to NFE/ALP Centers and students s enrolled in Sector Bhara Kau (16)*

Name of NFE Centre	No of Students Enrolled		
	Package A	Package B	Package C
IMCB, Chak Shahzad	09	5	3
IMSB, Noor Pur shahan	35	5	0
IMSG (I-V) Bhara Kau	34	0	0
IMSB (I-VIII) Kot Hathial	11	1	0
IMSG (I-X) Phulgran	15	0	0
IMSG (I-X) Noor Pur Shahan	07	0	0
IMCB Mohra Nagial	11	8	0
IMSB (I-V) Dhoke Jerrani	10	0	0
IMSG (I-V) Shahur	05	0	5
IMSB , Rawal Dam	13	12	0
IMSB (I-VIII) Chatta Bakhtawar	00	5	0
IMSB (I-V) Mangial	06	4	0
IMCG, Pind Begwal	07	10	0
IMSG (I-VIII) Bhara kau	00	16	7
IMSB (I-X) Bhara kau	00	0	0
IMSG (I-X) NHC	00	0	0

<b>Total</b>	163	66	15
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Table 4.4 shows that 163 students were enrolled in Package-A, 66 students enrolled in Package-B and 15 students studying in Package-C classes in 15 schools of Sector Bhara Kau.

**Table 4.5**

*Data Pertaining to NFE/ALP Centers and students enrolled in Sector Nilore (12)*

Name of NFE Centre	No of Students Enrolled		
	Package A	Package B	Package C
IMSB(I-X)Khanna Nai Abadi	30	0	0
IMSB(I-V)Tarlai	45	0	0
IMSB(I-X)Khanna Dak	26	0	0
IMSG(I-V)Nilore	26	0	0
IMSB(I-V) Sohan	15	0	0
IMSB(I-X) Jagiot	5	0	0
IMCB Jaba teli	16	0	0
IMSB(I_V) Ali pur	13	0	0
IMCG Kirpa	13	0	0
IMSB(I-V) Khadrapar	34	0	0
IMSG Farash Town	28	0	0
IMCG Thanda Pani	11	0	0



<b>Total</b>	262	0	0
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Table 4.5 shows that all 262 students enrolled in Package-A in 13 ALP centers of Sector Nilore

**Table 4.6**

*Data Pertaining to NFE/ALP Centers and students enrolled in Sector Tarnoul (16)*

Name of NFE Centre	No of Students Enrolled		
	Package A	Package B	Package C
IMSG, (I-X) Sangjani	40	0	0
IMCG, Bhadana Kalan	29	0	0
IMSG, (I-X) Badia Qadir Buksh	39	0	0
IMSG, (I-VIII) Dhoke Paracha	25	0	0
IMSG, (I-V) Dhoke Suleman	15	0	0
IMSB, (I-V) Tarnol	39	0	0
IMSB, (I-V) Chahan Mastal	11	0	0
IMCG, Tarnol	37	0	0
IMSG, (I-V) I-14/3	13	0	0
IMSG, (I-X) Naugazi	15	0	0
IMSB (I-V), Bokra	36	0	0
IMSG (I-VII), Pind Paracha	11	0	0

IMSG (I-VIII), Noon	28	0	0
IMSB, (I-V) Dhreak Mohri	10	0	0
IMSB, (I-V) Seri Saral	21	0	0
IMSG, (I-VIII) Dhreak Mohri	32	0	0
<b>Total</b>	407	0	0

Table 4.6 shows that all 407 students' of Sector Tarnoul are enrolled in Package-A in 16 ALP centers.

**Table 4.7**

*Data Pertaining to NFE /ALP centres and students in Sector Urban-I(03)*

Name of NFE Centre	No of Students enrolled		
	Package A	Package B	Package C
IMSG (VI-X), G7/2	34	0	0
IMSG (I-VIII) F-7/4	16	0	0
IMS (I-V) No.03 G-8/1	14	0	0
<b>Total</b>	74	0	0

Table 4.7 shows that all 74 students of Sector Urban-I are enrolled in Package-A in 03 ALP centers

**Table 4.8**

*Total no of school and students enrolled in Islamabad.*

Schools in Sector in Islamabad	No. of Schools	No of Students enrolled
Sector Sihala	13	272
Sector Urban II	3	84
Sector Bharakau	16	240
Sector Nilore	12	262
Sector Urban I	3	74
Sector Tarnoul	16	407
<b>Total</b>	<b>61</b>	<b>1383</b>

Table 4.7 represents that, 272 students in 13 schools of Sector Sihala are enrolled and studying in Package-A class. 84 students in 3 schools of Sector Urban-II are enrolled and studying in Package-A class. 163 students studying in Package-A, 66 students enrolled and studying in Package-B and 15 students enrolled and studying in Package-C in 16 schools of Sector Bhara Kau. 262 students in 13 schools of Sector Nilore are studying in Package-A. 407 students in 16 schools of Sector Tarnoul are studying in Package-A class. It is concluded that there is total 62 schools in Islamabad sector and 1383 students are enrolled in these 62 schools.

#### **4.6.1.2 Sub-Theme:**

#### **OOSC Enrollment, Retention, Dropped out and Academic Achievement**

**Table 4.9**

*Number of out of school dropped out Children and Academic performance of OOSC at primary level (Package C) in last 5 years.*

<b>Result Year</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2021-22</b>
Students Appeared	85	63	82	124	103
Girls	32	36	56	71	64
Boys	53	27	26	53	39
Dropped out	00	01	05	04	20
<b>Academic Score in %</b>					
Less than 50%	24	24	41	35	34
50-74%	49	31	27	79	49
75% above	12	08	09	06	00

Table 4.9 shows the number of out of school children enrolled/reached at Package C level of Accelerated Learning Program which is primary level. Eighty five out of school children completed primary education (package C) in 2017. Sixty four out of school children completed primary education (package C) in 2018. Seventy seven out of school children achieved primary level education (package C) in 2019. One hundred twenty completed primary education in 2020, and eighty three out of school children completed primary education in 2022 and streamlined in regular schools in class VI, in order to further continue their studies. This table also shows the number of students dropped out from Accelerated Learning Program.

**Table 4.10**

Three Year transition data of out of school children enrollment, retention and dropped out student by level.

<b>ALP Centers (06)</b>	<b>2018 Package /Level A Enrollment</b>	<b>2019 Package/ Level B Enrollment</b>	<b>2020 Package/ Level C Enrollment</b>	<b>Retained</b>	<b>Dropped out at each center</b>
Centre No 1	46	36	10	10	36
Centre No 2	35	20	10	10	25
Centre No 3	23	18	15	15	09
Centre No 4	28	19	19	18	10
Centre No 5	47	42	41	40	07
Centre No 6	39	30	29	29	10
<b>Total</b>	<b>218</b>	<b>136</b>	<b>124</b>	<b>124</b>	<b>94</b>

Table 4.10 shows in 2018, in package/level A 218 out of school children enrolled in six ALP centers under public schools of Islamabad. From 218 students 136 students reached in level B. At the end of first ALP cycle out 136 students 124 students reached level C and appeared in centralized board examination. Out of 124 students 120 streamlined to formal school system students and remain successful which consisted on 3 years. Over all 94 students dropped out from six centers over the period of three years.

## **Part B: Qualitative Analysis**

### **Analysis of Parent Interview Response of Dropped out students from ALP**

P 1 (BK) father of a male student said,

*We are poor people to keep ourselves alive is the main problem for us, until or unless we don't earn we cannot survive. Education is now a days so expensive that we are unable to send our children to schools, when we have money problems also. We wish we may give good education to our children but we are helpless. I was asked to admit my child in evening school established for our deprived children on a promise that Government will provide stipend in return of amount which my child was getting after working on motor mechanic shop. But it was just a promise like so many others. Secondly school was little far from our home, I had no money to send him through private conveyance and have no personal vehicle.*

P 2 (BK) mother of a female student told,

*I was so happy when the people came home and told that we can admit our children in school which will provide free books and bags even more we will get monthly some amount to buy good food for the kids. As I am a single mother so it was challenging for me to look after and provide good education to my children. My eldest daughter was also helping in dish washing and cloth washing in different homes. I couldn't manage to send my daughter due to some earning issue and bullying by elder girls. I request the higher ups to provide some financial assistance and separate classes for younger girls so that my daughter may continue her studies. At least girls school schools must be close to their home areas as its evening program so I was afraid of mishaps too as you are hearing different incidents happening in our society.*

P 3 (N) father of female student share his views,

*As my daughter was so happy to continue her studies as we migrated due to war and terror issue in SWAT area. Initially we were compelled to live on slum areas due to earning issues, but then I managed to buy a cart and started selling fruits and wanted to give my children a better education but due to financial crises it was not possible. This program was very good for our children to continue their studies but one of major problem I could not continue was the mix classes of girls and boys .As my daughter is overage and feels shy to study with boys. Evening time was also not secure for girls because as there was no one to give them pick and drop facility.*

P 4 (N) mother of a male student told,

*My son is the only bread earner of the family of 5, his father is bedridden due to lungs problem since last five years. I wish my son become a renowned person and officer. But this is not possible without getting education. He started going to school and was overwhelmed. As we were told that some financial assistance will also be given but it was just a promise.*

Poverty is the major cause of dropout of children as per the parents of the children. Education is expensive for them and they are unable to send their children to schools. Unavailability of evening school is another problem. Secondly schools are far from the houses, parents have no money to send their children through private conveyance as they have no personal vehicle. Evening time was also not secure for girls because as there was no one to give them pick and drop facility. Unstable peace situation in some areas is another reason of dropout. People migrated due to war and terror issues as well.

Parents want financial assistance and stipend for their children with work particularly. They need transport especially for the evening classes as school are far

from houses and they cannot afford private conveyance. They also need separate classes for girls.

### **Effectiveness of Accelerated Learning Programs**

The effectiveness of accelerated learning programs in the context of out-of-school children has been increasingly studied by researchers. These types of programs focus on delivering quality education to those who are unable or unwilling to participate in traditional educational systems, due to various environmental factors and/or socio-economic obstacles. The interviews of program developer and area education officers and parents of dropped students reveal that such initiatives can decrease dropout rate in the schools to some extent. For example it can be seen by the response of “R 5 T-MBK (ASH)”, that the accelerated learning programs was affected to little extent. He said,

*In the beginning, this material was provided to them. Through this successful strategy 96% out of school children enrolled in school. But as the project shifted from JAIQA, shortage of resources started.....Because of their negligence many students left and new enrollment declined. COVID has also affected this program and in terms of teacher job continuity who were hired by the NGOs left in the middle.*

R 7 TMBK (ZA) also told the same, he said that,

*Government provided formal school buildings to run this program in evening time. New syllabus was developed different than formal education syllabus. That syllabus was totally in Urdu. That syllabus is non-formal basis on the observation. Designed program cannot run very well. It was in crisis.*

The response of R3 EOT (EM) also shows the same, he said,



*All physical sources are available for the drop out children, as present for the normal children in the morning. But this is a fact that existing situation of those facilities in government institutions are not an ideal one.*

The parents' interviews also reveal that the accelerated learning program was not affective for them. For example P 1 (BK) father of a male student said,

I was asked to admit my child in evening school established for our deprived children on a promise that Government will provide stipend in return of amount which my child was getting after working on motor mechanic shop. But it was just a promise like so many others.

P 2 (BK) mother of a female student also said the same; she shared her opinion as follow:

I was so happy when the people came home and told that we can admit our children in school which will provide free books and bags even more we will get monthly some amount to buy good food for the kids.

P 3 (N) father of female student share same views, he said,

This program was very good for our children to continue their studies but one of major problem I could not continue was the mix classes of girls and boys. As my daughter is overage and feels shy to study with boys. Evening time was also not secure for girls because as there was no one to give them pick and drop facility.

P 4 (N) mother of a male student response also shows that accelerated learning program was affected little extent. She said,

My son.....He started going to school and was overwhelmed. As we were told that some financial assistance will also be given but it was just a promise.It can be seen through the responses of participants of study that accelerated learning programs were affected to very little extent, as there is shortage of resources and no financial support was provided to the children. So the ratio of dropout increases very little.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The purpose of this study was to explore the Accelerated Learning Program effectiveness in the context of out of school children. To examine the context of Accelerated Learning Program, to examine the role of inputs/resources in accelerated learning program implementation, to assess the process of Accelerated Learning Program implementation at ALP centers and to evaluate the outcome/product of Accelerated Learning Program in terms of out of school children. For this research study mixed-method study design was adopted to explore the experiences of educational managers, teachers, and parents about the accelerated learning program in detail. Therefore, convergent parallel study design was adopted to gather sufficient data from the respondents on both the components. Area Education Officers 06, teachers of 62 Accelerated learning centers, program developers and parents of dropped out students of package A of Accelerated Program of Federal Directorate of education, Islamabad was the population of this study. The interview protocol sheet, checklist, and document analysis were the data gathering tools used in this study. Data was examined using percentages after it was collected. The researcher presented the results in the form of tables and explained each in detail. To analyse qualitative data, thematic analysis was employed. A thematic analysis looks for themes and patterns in the interview data. In qualitative research, thematic analysis is employed, and it focuses on finding themes or patterns of significance within the data. This approach can place an emphasis on both

a theoretically informed interpretation of meaning and the organization and rich description of the data set.

## 5.2 Findings

Consolidated findings aligned with objectives

S.No	Research Objective	Research Question	Findings
		<b>Context</b>	
	To explore the context of developing Accelerated Learning Program with reference to out of school children.	What is the context of developing Accelerated Learning Program for out of school children?	Need assessment of out of school children was carried out properly and incorporated in Accelerated Learning Program. Issue of increasing number of out of school children was included and kept as top priority in National Education Policy Framework 2018. Quality ALP or non-formal programs was adopted as solution to reduce out of school children. Every province developed inclusive ALP. In Islamabad this initiative was taken in account in 2017 in the response of

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ASER report 2016-17. With the collaboration of NCHD and UNESCO meetings revise the draft on Non formal Education /Alternative Learning pathway or Accelerated Learning program chapter in Education Policy Framework 2018 for ICT but due to Political change it was not approved. So there is a dire need of ICT NFE/ALP policy framework for OOSC. Though with the cooperation of JICA and AIOU ALP curriculum and textbooks were developed. However, program has basic framework which gave a kick start but a proper policy needs to be developed.

### **Input**

To examine the What is the role Accelerated Learning inputs/resources with the of input/resources in Program curriculum and Accelerated Learning books were of same standard

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reference Accelerated Program with reference even better than formal Learning Program. to out of school schools but it was found that children? due to discontinuation of teachers from job these OOSC suffered F.G institutions of ICT were utilized but those were already facing missing facilities issues. These were the deprived children, conducive learning environment with all basic facilities. Availability of teachers was also an issue because the teachers provided by the NGOs worked till the provision of salaries. Free of cost books were provided to the students but beside that they were promised to give free bags, uniform and stipend which was not fulfilled. Without financial assistance it was not possible to bring these OOSC in school as majority of them single bread earner of

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their families. Resultantly number of students in learning centers decreased.

### **Process**

<p>To examine the process of Accelerated Learning Program implementation.</p>	<p>How does teaching learning process carried out under Accelerated Learning Program?</p>	<p>Teachers training were given to the teachers in different phases. Trainings were provided by the FDE nominated masters trainers. Teachers from NGO side and Government side, both attended these trainings and learned new teaching skills. Follow up training sessions were also remain useful. But to see these training implementation in classroom there was no centralized monitoring mechanism and involvement of school or learning center head. There were no proper co-curricular activities were carried out due to unviability of resources.</p>
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**Product**

To evaluate the outcome/product of Accelerated Learning Program in relation to out of school children. What is the outcome of Accelerated Learning Program in terms of out of school children? Online enrollment and attendance system introduced by the FDE but it didn't work due to lack of internet facility due to manpower and expertise. After enrollment it was major challenge to retain and keep intact OOSC and their parents. As majority of the children were from poor background and earning for their families. Students drop out from ALP was also an issue due to multiple issues like financial issues, conveyance problem, evening timings. Academic performance of ALP enrolled students assessed on the basis of academic results of centralized examinations conducted by FDE for primary level throughout Islamabad

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schools. Results show that academic performance of the students improved.

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### **Findings of Qualitative Data of Program Developer and Area Education Officers**

1. The major reason for drop out is educational expenses. Majority of the dropped out students are poor and they cannot afford educational expenses.
2. Parents are illiterate. They do not give attention to their children. Thus, less senility regarding education of family is another reason of drop out.
3. Lack of facilities and material i.e. Books, copies and other stationary material like free books and notebooks, schools furniture i.e. chairs are also reason.
4. Lack of transport system to the school or from the school to home.
5. Less attention by the teachers, over loaded teachers and shortage of staff.
6. Non availability of 2nd shift of school for working students.
7. Cultural barrier for female candidates.
8. Less access of girls' to school in the home area.
9. Malnutrition in poor students.
10. Lack of motivation both from teachers and parents also causing dropout.
11. Migration due to poverty etc.

## **Suggestion by the Program Developer and Area Education Officers**

The program developer and area education officers made suggestion to reduce dropout rate in the schools. They suggested that

1. There should be need based curriculum at the first place. The issue can be covered through developing condensed curriculum.
2. Integrated books and also Urdu syllabus as per students' requirements is needed.
3. There is also a need of trained teachers and proper mentoring. New energetic, experienced, and active teachers are required. To fulfill this goal new appointment of fresh graduates is needed.
4. Subject specialists are also required.
5. Specific assessment policy, particularly for textbooks assessment is also needed.
6. Arranging teaching learning material is also a necessity. Schools furniture i.e. Chairs, desks, boards, and free books and notebooks for poor children, av aids, filtration plant for clean water and transport system for those teacher and students who came from far away from the institution are also in need.
7. Evening shift along morning shift is also of great importance. Evening shifts is requirement for the children who work in the morning to support their families.
8. Monthly stipend to the students to accommodate their bread earning issue is also suggested by the respondents.

9. There should be good salary packages for the teachers for their services. Extra packages for the teachers who were taking classes of OOSC after morning shift also suggested by the respondents to motivate these teachers.
10. Flexible and accommodating admission for such overage children is needed.
11. Motivating these children also suggested.
12. Participatory and activities based learning, friendly learning environment, extra curriculum activities, opportunities for real life experiences are some other suggestions by the participants of the study.
13. Poverty is the major cause of dropout of children as per the parents of the children. Education is expensive for them and they are unable to send their children to schools.
14. Unavailability of evening school is another problem. Secondly schools are far from the houses, parents have no money to send their children through private conveyance as they have no personal vehicle.
15. Evening time was also not secure for girls because as there was no one to give them pick and drop facility.
16. Unstable peace situation in some areas is another reason of dropout. People migrated due to war and terror issue in their areas.
17. Parents want financial assistance and stipend for their children with work.
18. They need transport to send their children to schools.
19. They also need separate classes for girls.
20. Accelerated learning programs were affected to very little extent.

21. There is shortage of resources and no financial support was provided to the children. So the ratio of dropout increases very little.

### **5.3 Discussion**

The purpose of this study was to explore effectiveness of Accelerated Learning Program in the context of out of school children .To study this research problem 4 main questions were developed. First question; what is the context of developing Accelerated Learning Program with reference to out of school children. Further two sub questions were developed to examine the need assessment and target setting of Accelerated Learning Program.

#### **5.3.1 Context of Accelerated Learning Program**

On the contrary, in Brazil, to manage the issue of overage students at primary level due to repeating the level, the Accelerated Learning Program was applied in 1996. Students were given extra support classes in order to cover more than one level of education in a year. The main purpose of these program was to fast track or accelerate the learning of students in order to fill the age gap and to catch up with their age group peers. The context and purpose of implementing such program have an influence on the ALP design (Randall et al., 2020). According to "National Education Policy 1998", education is a strong accelerating tool, trains individuals physically, mentally, morally, and ideologically, enabling them to identify and achieve their purpose in life. This policy identifies that the development of one of the major resources of the country, human resources, is possible by providing access to quality education (Government of Pakistan, National Education Policy, 1998-2010).

Initially, in developing countries, this learning cycle model was used to improve and achieve educational outcomes, but its use in crisis situations was not evident where these components, like teachers, curriculum, training, and materials, were lacking. Accelerated learning programs were implemented in developing countries due to a lack of access to education, which has a variety of causes. When the Accelerated Learning Program is implemented in a conflict and crisis context, its purpose differs from the general purpose suggested in accelerated learning theory. This difference may be understood when we look at the examples of Brazil and Afghanistan. In Afghanistan, APEP (Accelerated Primary Education Program) was used to target a population that had no access to education or was neglected, especially girls. The program was designed to cover education levels in one year, giving an opportunity to those who were left behind due to crises and conflict in Afghanistan.

It was found that need assessment and targets were set on the basis of data collected through surveys and thorough study of relevant studies and Accelerated Learning Programs. However, it was found that proper policy documents are missing. Despite this, working documents have been found regarding this program but a comprehensive policy document is lacking due to political change in 2018. The issue of out-of-school children has been taken up in Islamabad by the Federal Education Minister, Shafqat Mahmood, in November 2018 as a major problem in education. It was reported that nearly 25,000 children were out of school through enrolment campaigns in 2010 and 2015-16 as well, and that 100 of the children were enrolled, but later, most of those left education due to earning responsibility of their household. Teams of the Federal Directorate of Education reached 11,029 children in ICT through teachers' door-to-door survey. Most of the out of school children lived in the Tarnol and Nilor sectors of Islamabad.

The government has a plan to provide financial assistance to these out-of-school children through BISP to continue their education, Abbasi, (2019). The Federal Directorate of Education and the Ministry of Education signed a letter of understanding to implement "Advance Quality Alternative Learning," which strengthens the non-formal education system for out-of-school children, youth, and adults, with technical assistance from the Japan International Cooperation Agency. Under this program, teaching learning materials, curricula, data management systems, monitoring and evaluation, training and assessment systems in three provinces (Sindh, Punjab, Baluchistan and Federal Areas) were decided. Generally, different initiatives have been taken to resolve this issue, like the South Asia regional study (2014) on out-of-school children, which has discussed new interventions for the solution of this problem.

In Pakistan, the National Education Policy Framework (2018) has identified out-of-school children as a challenge and provided a path forward that includes infrastructure, financial barriers removal, innovative solutions, non-formal programs, and the use of technology. Non-formal education/accelerated learning program are one of the solutions to re-connect out-of-school children with studies proposed by UNICEF (2017). In such programs, students are given a platform to cover the gap of education not attained in formal schools.

These programs are planned to overcome the problem of children who did not enter school or dropped out for some reason. According to UIS (2014), 29.6 million children were out of school in Sub-Saharan Africa as compared to other regions. Nearly 8.7 children are not enrolled in school in Nigeria, Africa, and around the world, and even though the percentage of girls increased by 2% in 56 percent around the world, improving gender equality in school was not possible in Sub-Saharan Africa. From 2007 to 2012, children not in school in the region were approximately 30 million.

Despite significant progress in basic education in South and West Asian countries, 34 million school-age children in the region were not enrolled in 2000, a figure that fell to 10 million in 2012. However, girls' enrollment improved in South and West Asia as compared to sub-Saharan Africa in 2000 to 2012, according to UIS (2014). According to the most recent UIS data (2018), 263 million children of various ages (primary, adolescent, and adult) were absent from school in 2016. According to this data, primary school age (6–11) was 63 million, lower secondary school age (12–14) was 61 million, and upper secondary school age adolescents' youth (15–17) were 139 million around the globe. Among this data in sub-Saharan Africa, 21 million children are at primary level, 37 million at lower secondary level, and 58 million at upper secondary level. Similarly, in Southern Asia, out-of-school primary age children were 6 million, lower secondary 17 million, and upper secondary 48 million. In the South Asian region, Pakistan has the greatest number of school-age children not in school of all OOSC categories as compared to other countries in South Asia.

In Pakistan, 26 percent of primary school-age children, 24 percent of lower secondary school-age children, and 50 percent of upper secondary school-age children are not enrolled (UIS, 2018). As previously, governments and donors had the responsibility of achieving the target of universal primary education. Sustainable Development Goal 04 is to "ensure that all girls and boys complete free, equitable, and quality primary and secondary education by 2030" (United Nations, 2015, p. 17). UIS reported that after 03 years of development of SDGs, there was still "no progress in reducing the global number of out-of-school children, adolescents, and youth" (UIS, 2018, p.1). These out-of-school children, along with dropouts, are barriers to achieving both universal primary education and SDG 4, "to complete an equitable and high-quality primary and secondary education by 2030" (UIS, 2014). To achieve the SDGs

and reduce out-of-school children both globally and nationally, policy should be developed to address this issue.

### **5.3.2 Role of Input/resources in Accelerated Learning Program.**

Non-formal education or alternative learning pathways is related to accelerated learning, an educational concept based on the theory of multiple intelligence given by Howard Gardner (1983), which says that people learn in different ways. This concept changed over time and came in a new form due to various research and advancements in the fields of neuroscience, psychology, and education. Later, Smith worked on multiple intelligence theory in 2003 and proposed that learning and learning cycles consist of four elements and activities based on his research work. Because the original theory only focused on accelerated learning, this cycle focused on deeper and more effective learning. Later, these elements were included in program developed for developing countries to achieve MDGs in conflict and crisis situations. It was the first time condensed or compressed curriculums were included. In different educational contexts and many cases, this model was used to develop and implement an alternative or complimentary education program. Accelerated alternative learning programmes and non-formal education program are found in different forms around the world in a variety of forms. For example, in Ethiopia, labelled as "Speed schools," basic education program in Ghana and Malawi (Randall, Donnell, & Jones, 2020).

Manzoor et al. (2016) conducted research on "Voices of Out-of-School Children with Disabilities." The study found that the special schools gave their services according to their curriculum adaptation in those districts, assessment methods, and training of teachers and extracurricular activities, but on a technical level, they did not accommodate out-of-reach children with disabilities due to limited resources such as staff, budget, physical infrastructure, and transportation facilities. The research



recommends that financial support should be given as voucher schemes. Furthermore, structural, and behavioural changes should be made in regular school to avoid scaring children with disabilities away.

### **5.3.3 Process Accelerated Learning Program.**

Wali & Mustapha (2019) conducted a study to assess the effectiveness of accelerated education to streamline those who have missed regular schooling in post-crisis situations. Researchers have studied to what extent these school-age children were engaged in post-crisis settings by using a descriptive survey approach and limiting it to five IDP camps in Maiduguri Metropolitan Council, Borno State, Nigeria. They used a purposive sampling technique (100 respondents) and a self-developed structured interview as a study tool. Study findings showed children of IDP camps were not sensitised regarding Accelerated Education, but they were aware of its benefits for them. So, the study suggested that the government and its collaborating team must spread the program to fill the gap created because of crises in the study area. The research showed the lack of admission policy, distant home schooling, school readiness, poverty, child health issues and the main concern was disabilities of out of school children. This study findings are aligned with the researcher study in terms of lack of proper monitoring

### **5.3.4 Outcome of Accelerated Learning Program**

Mughal (2018) conducted a study to "explore the dropout phenomenon from secondary education" from the points of view of head teachers, teachers, and community council members; parents; and dropout students. Data was collected and analysed by taking dropouts of all government secondary schools in the sub-division of Pind Dadan Khan, a rural area of Pakistan. In-depth group and individual interviews

were conducted with all the selected population. Study findings pointed to several policy pull-outs (religious education, lack of interest, missing study environment at home, parental child's lack of interest in studies, poor study performance, failure, poverty, financial burden, family size, child labour, migration, feudalism, early marriages) and push-out factors (school location, missing basic facilities ,lack of teachers' interest, substandard teaching ,bullying, rote learning) The public policy elements like the English syllabus, primary, elementary, and secondary examination systems, no policy for long-absent students, extra duties of teachers, and less effective school policy. Furthermore, the study stressed that policy should focus on preventive approaches for dropout students at the national and international level. Problems and issues related to interventions should be analysed at a local level so that contextualised strategies for their improvement can be suggested. A study has further suggested that to deal with the issue of dropout at grass root level, a bottom-up policy must be adopted. This was a qualitative and quantitative study approach (mixed method). Qualitative data was collected through semi-structured interviews and interview protocol. The researcher interviewed five educational administrators, two curriculum developers, and sixteen parents who are engaged in the Alternative Learning Pathway to collect qualitative data. The population for quantitative study was teachers and students. The research collected quantitative data from 26 teachers and 240 students using a five-point likert scale questionnaire. The results of the study showed that the performance of students was satisfactory; teachers working in the alternative learning pathway are hardworking and committed to their duties. The dropout ratio in the Alternative Learning Pathway centres is very low.

Begum et al. (2020) Alternative learning pathway, to examine to what extent the enrolment of the Alternative learning pathway centre increases and to assess the

quality of the textbook. This was a qualitative and quantitative study approach (mixed method). Qualitative data was collected through semi-structured interviews and interview protocol. The researcher interviewed five educational administrators, two curriculum developers, and sixteen parents who are engaged in the Alternative Learning Pathway to collect qualitative data. The population for quantitative study was teachers and students. The research collected quantitative data from 26 teachers and 240 students using a five-point likert scale questionnaire. The results of the study showed that the performance of students was satisfactory; teachers working in the alternative learning pathway are hardworking and committed to their duties. The dropout ratio in the Alternative Learning Pathway centres is very low.

#### **5.4 Conclusion**

This study concludes that Accelerated learning Program for the out of school children of ICT could not achieve certain objectives due to the lack of proper policy document, coordination, collaboration, consistency and ownership. Though it was developed after initial need assessment and target setting but those were not properly implanted and achieved. Standardized condensed curriculum and books were not less than from any national standard but sufficient budget was not given to conduct co-curricular activities. However, teachers were trained and provided supportive teaching guides as well. Students dropped out from ALP due to financial constraints, access to school specially for girls, migration and displacement issues, poverty and health issues and early marriages as well. Proper implementation and sustainability of the program could not assured due to multiple issues.

### **5.4.1 Degree of achievement of objective of study**

1. First objective of the study was regarding exploring the context of developing Accelerated Learning Program. This specific objective attained. It is founded that educational needs of out of school children which could not be managed through formal schools due to overage issues of these children were the main cause of developing this program. Beside this OOSC remain a major issue of low literacy rate according to the (ASER, 2019).

2. Second objective of the study was to examine the role of input resources like human resource, financial resource, physical and material resource. This specific objective also attained. It is founded that research data collected for this objective concluded that centralized monitoring and supervision aspect was not focused due to which discontinuation of classes. Teachers were recruited, trained and remunerated by the NGOs .Some of these teachers left Accelerated Learning Program due to non-availability of salary. Material or physical resource except curriculum, textbooks and teachers guide other resources like material for co-curricular activities, access to play areas, airy and properly lit classroom proper furniture, clean drinking water, clean washrooms were insufficient, which resulted in low interest of the students. Financial assistance or stipend for the students was also not given which was promised at the time of enrollment. Because these students belong to the poorest areas and single bread earner of the family.

3. Third objective of the study was to examine the process of teaching learning with Accelerated learning Program implementation. This specific objective also attained. It is founded that data collected for this objective from AEO and teachers through interview protocol revealed that it was not easy task to teach these students

without identifying their educational needs in terms of providing specific teaching and learning material. This milestone has been achieved by developing condensed curriculum, textbooks and specific assessment policy. Beside supportive material and professional development, space for co-curricular activities were missing. There was lack of activity based learning opportunities for the students as per their learning style except textbooks. In terms of physical environment many aspects were lacking.

4. To evaluate the outcome or product of Accelerated Learning Program with reference to out of school children, quantitative data was collected for academic performance, and enrollment. For academic performance centralized examination results of the OOSC of last four years was obtained from Federal Directorate of Education. According to the results 60% students passed centralized exams 10% remain absent in examinations. To examine the drop out ratio of student from Accelerated Learning Program, parental opinion were taken through interview protocol. Research data concluded that there are multiple reasons behind drop out students from this program, one of the reason is lack of continuous motivation in terms of financial assistance, access to ALP centers, equity and sustainability of ALP centers. It was revealed that Accelerated Learning Program decrease the rate of dropout to very little extent as facilitation was not fully provided, and children are still need support to back to the schools. They mostly material resources i.e. transport to the school and financial support. Girls also need separate class room. So the ratio of dropout increases very little.

## 5.5 Recommendations

In the light of research findings

S.#	Research Objectives	Recommendations
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To explore the context of developing Accelerated Learning Program with reference to out of school children.

Development of comprehensive, clearly defined, and specific and sustainable plan for out of school children.

To examine the inputs/resources with the reference Accelerated Learning Program.

Proper Infrastructure for out of school may be established.

Provision of free of cost transport facility, school uniform, bags, and stationery. Allocating adequate amount of budget and removing financial barriers by providing financial assistance in the form of stipend to these children/students. It is further recommended on the basis of study findings that salaries of OOSC teachers may be provided timely and raised at appropriate time on the basis of performance. Conveyance facility may also be provided so that the issue of girls pick and drop may be resolved.

To examine the process of Accelerated Learning Program implementation.

Centralized monitoring and supervision mechanism for the sustainability of program is required.

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Follow up trainings for the teachers to update their knowledge and learn new skills.

Separate classes for girls keeping in view their overage issue. Out of school learning centers for girls may be in their access as many of the girl students dropped their schools due to long distance.

To evaluate the outcome/product of Accelerated Learning Program in relation to out of school children. Stipend for motivation, improved results, school retention and completion as well. Some opportunity to earn may be introduced to retain these students as many of boys were only bread earner of the family.

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## 5.6 Recommendations for Future Researchers

This study was a baseline study and limited to ALP running in public institution.

1. Comparative study of Accelerated Learning Program under public and private institutions.
2. Comparison between public and private teachers working under Accelerated Learning Program centers.
3. Impact of Accelerated Learning Program on students' behavior may be explored.

4. Quality assessment of books, curriculum and role of teachers training may also be investigated.

### **5.7 Limitations**

- I. It was a great challenge and limitation to get data (inventory) related to the input and product objectives as most of the donors were from private setup.
- II. Limited teachers were interviewed as most of the teachers were hired by the NGOs and left at some centers.
- III. It was proposed to do classroom observations but due COVID-19 schools opted online mode of instructions during data collection time which restricted the researcher to take classroom observations. However interviews of teachers were taken to address the study objective (Process dimension).
- IV. Due to the public and private collaboration for the development and implementation of Accelerated Learning Program, it was challenging to get consolidated financial data.

### **5.8 Implications**

This study has implications for Administration and Academics section of Federal Directorate of Education, Islamabad. There is a need to take the ownership of this program and device a monitoring and facilitation system at learning centres. Shortage of facilities, teachers' salary and conveyance issues needs to be addressed as well for the effectiveness of ALP and overcome the issue of out of school children. Recommendations of this study may be used for the improvement of Accelerated Learning Program by Federal Directorate of Education, Islamabad.



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## Appendix-A



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION

M.L.1-3/Edu/2021

Dated: 02-07-2021

To: **Nighat Jabeen,**  
1781/mphil/Edu/F-19

Subject: **APPROVAL OF M.PHIL THESIS TOPIC, AND SUPERVISOR**

1. Reference to Letter No, M.L.1-3/Edu/2021/, dated 16-02-2021, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 11 February 2021 & Board of Advanced Studies and Research dated 02-06-2021.

a. **Supervisor's Name & Designation**

Dr. Marium Din,  
Assistant Professor,  
Department of Education NUML, Islamabad.

b. **Topic of Thesis :**


**Effectiveness of Accelerated Learning Program in the Context of Out of School Children**

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within described period by **31<sup>st</sup> July 2022** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format that can be taken from Coordinator, Department of Education

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: hod-edu@numl.edu.pk

  
Dr. Wajeeha Shahid  
Head,  
Department of Education

CC:

Dr. Marium Din  
Ms. Nighat Jabeen

## Appendix-B



DEPARTMENT OF EDUCATION  
 FACULTY OF SOCIAL SCIENCES  
 National University of Modern Languages  
 Sector H-9, Islamabad  
 Tel.No: 051-9265100 Ext: 2090

ML.1-4/2021-Edu

Dated: 15-06-2021

### TO WHOM IT MAY CONCERN

It is certified that Ms. Nighat Jabeen D/O Najam Ul Islam, Registration # 1718-MPhil/Edu/F19 is a student of M.phil Department of Education at National University of Modern Languages Islamabad is engaged in project of Research Work entitled "Effectiveness of Accelerated Learning Programme in the context of out of school children".

You are therefore requested to allow her take to collect her research data through interview of teachers' education manager and programme developers of accelerated learning programme centers working under Federal Directorate of Education. It is ensured that information given by you will be kept confidential and used only for research purpose. I would highly appreciate your cooperation in this regard.

*Wajeeha Shahid*  
 15/6/21  
 Dr Wajeeha Shahid  
 Head,  
 Department of Education.

## Appendix -C



Academics Wing

**F.1-107/2008 (Academics) FDE**  
 Government of Pakistan  
 Federal Directorate of Education  
 \*\*\*\*\*

Islamabad, the 16<sup>th</sup> June 2021.

✓ **All the Heads**

Islamabad Model School (Boys/Girls),  
 Urban and Rural area, Islamabad.

Subject: **PERMISSION TO CONDUCT RESEARCH.**

I am directed to refer the captioned subject and to say that Ms. Nighat Jabeen a student of M. Phil (Education), Department of Education, National University of Modern Languages, Islamabad is doing research study on the topic "**Effectiveness of Accelerated Learning Programme in the context of out of school children**" requesting to visit your institution. In this regard you are requested to extend your cooperation regarding her research study.

2. The research scholar is required to forward a copy of thesis to Federal Directorate of Education after completion of the project.
3. This is issued with the approval of Director (Academics & Quality Assurance).

  
**(ANJUM ZAHEER)**  
 Assistant Director (Academics)  
 Phone #. 051-9261146

**Copy to:**

- **All Area Education Officer**  
 Urban and Rural area, Islamabad.

## Appendix-D

### Cover Letter for Validity Certificate

#### To Whom It May Concern

Respected Sir/ Madam,

It is stated with profound respect that I am M.Phil Research Scholar (Edu) of National University of Modern Languages Islamabad, conducting research on Effectiveness of Accelerated Learning Programme in the context of Out of school children. Attached herewith is the interview questionnaire to collect data.

It is requested you to please thoroughly check the designed questionnaire, suggest me amendments if any, and issue me a validation certificate.

Thanking you in anticipation.

Nighat Jabeen

M.Phil Edu Scholar

National University of Modern Languages Islamabad

Dated : \_\_\_\_\_

## Appendix-E

### CERTIFICATE OF THE VALIDATION OF THE INTERVIEW QUESTIONS

Effectiveness of Accelerated Learning Programme in the context of Out of School Children.

By

Nighat Jabeen

Registration No: 1718/M.Phil. Education F-19-19190.sssssss

National University of Modern Languages Islamabad.

This is to certify that the interview questions developed by the scholar for her thesis "Effectiveness of Accelerated Learning Programme in the context of Out of School Children". has been assessed by the undersigned and found appropriate for data collection and according to the Research objective and research objective developed for the said study. It assures adequate face and content validity according to the purpose of the research and can be used for data collection by the researcher with fair amount of confidence. Response collected through the aforementioned tools will be treated in qualitative manner. research objective and research question.

Name \_\_\_\_\_

Designation \_\_\_\_\_

Signature \_\_\_\_\_



Stamp \_\_\_\_\_

Dr. M. Imran Yousuf  
Associate Professor  
Education  
PIR MEHR ALI SHAH  
Arid Agriculture University  
RAWALPINDI

Institution \_\_\_\_\_

Date \_\_\_\_\_

## Appendix -F

### VALIDATION CERTIFICATE FOR INTERVIEW QUESTIONNAIRE



#### QUESTIONNAIRE FOR PROGRAMME DEVELOPER

For the research study Title as

**EFFECTIVENESS OF ACCELERATED LEARNING PROGRAMME IN THE  
CONTEXT OF OUT OF SCHOOL CHILDREN.**

By

Nighat Jabeen

Registration No: 1718/M.Phil. Education F-19-19190.

National University of Modern Languages Islamabad.

This is to certify that the interview questions developed by the scholar for her M.Phil research study on "Effectiveness of Accelerated Learning Programme in the context of Out of School Children", has been assessed by the undersigned and found appropriate for data collection and according to the Research objective and research questions developed for the said study. It assures adequate face and content validity according to the purpose of the research and can be used for data collection by the researcher with fair amount of confidence. Response collected through the aforementioned tools will be treated in qualitative manner.

Name Dr. Akreer

Designation Prof. Education Dept'

Signature Akreer

Stamp \_\_\_\_\_

Institution Awicun

Date \_\_\_\_\_

## **Appendix -G**

### **INTERVIEW PROTOCOL SHEET**

**“EFFECTIVENESS OF ACCELERATED LEARNING PROGRAM IN  
THE  
CONTEXT OF OUT OF SCHOOL CHILDREN”.**

Name (optional) \_\_\_\_\_ Designation: \_\_\_\_\_

School/Department: \_\_\_\_\_ Sector: \_\_\_\_\_

This research is conducted to examine the effectiveness of Accelerated Learning Program in the context of Out of School Children.

### **OVERARCHING QUESTION**

**HOW DOES ACCELERATED LEARNING PROGRAM REMAIN  
EFFECTIVE IN THE CONTEXT OF OUT OF SCHOOL CHILDREN?**

#### **Interview Questions**

##### *Context*

- i. How important it was to assess needs of out of school children?
- ii. Which of the needs of out of school children were identified?
- iii. What were the reasons of focusing and including these needs in Accelerated Learning Program?
- iv. To what extent Accelerated Learning Program addressed identified needs?
- v. How did identified needs incorporated in Accelerated Learning Program?

- vi. How important it was to incorporate identified needs of out of school children in Accelerated Learning Program?
- vii. How did out of school children targeted for Accelerated Learning Program? (Area survey by teachers, community, or union counselors)
- viii. Which priority goal for out of school children in Accelerated Learning Program was set to achieve?
- ix. How were the objectives of Accelerated Learning Program developed?
- x. What procedure/s were adopted to achieve these objectives?
- xi. How was the aspect of age diversity handled in developing Accelerated Learning Program?

### ***Input***

- i. How much it was important to recruit or provide specific human resource (teachers) for Accelerated Learning Program?
- ii. Which kind of human resource (teachers) was required for Accelerated Learning Program?
- iii. How was human resourcing (teachers) given for Accelerated Learning Program?
- iv. How did human resourcing benefit Accelerated Learning Program?  
Initially it was challenging but gradually they performed well.
- v. How much it was important to provide financial resources to Accelerated Learning Program?
- vi. What kind of financial resources were given for Accelerated Learning Program?
- vii. How did financial resources benefit to Accelerated Learning Program?



- viii. What kind of learning material was developed for Accelerated Learning Program?
- ix. How was the standard of teaching material, design for Accelerated Learning Program? (Books and teacher handbook)
- x. To what extent teaching material was helpful for teachers to achieve Accelerated Learning Program objectives?
- xi. Why condensed curriculum did was developed for out of school children in Accelerated Learning Program?
- xii. How important it was to provide training to teachers for the implementation of Accelerated Learning Program?
- xiii. What was the role of human and financial resources in implementation of Accelerated Learning Program?
- xiv. How was the teaching learning material helpful for Accelerated Learning Program implementation?
- xv. How was condensed curriculum effective for out of school children learning? (Student teacher friendly, age appropriate, easy to comprehend).
- xvi. What kind of the resources were available for teaching learning process?

***Process***

- i. How was the teaching and learning process carried out in out of School Learning centers under Accelerated Learning Program? (Teaching methodology)
- ii. What was the role of teachers training in the implementation of Accelerated Learning Program?
- iii. How did teachers training facilitate teaching learning process?

- iv. To what extent teachers training remain effective and helpful for teachers to achieve objectives of Accelerated Learning Program?
- v. How did monitoring mechanism for trainings designed and implemented?
- vi. Which new skills were focused and required to acquire by the teacher of Accelerated Learning Program?
- vii. How appropriate were the teachers training for the implementation Accelerated Learning Program?

***Product***

- i. To what extent Accelerated Learning Program remain effective to enroll out of school Children in Accelerated Learning Program in each level?
- ii. How far Accelerated Learning Program remain effective to achieve school completion rate?
- iii. How far Accelerated Learning Program ensured to reduce drop-out rate in out of school learning centers?
- iv. To what extent Accelerated Learning Program remain effective in the context of out of school children learning?
- v. How many students were enrolled in each level in the beginning of Accelerated Learning Program?
- vi. How did enrollment of out of school children monitored?
- vii. How did school completion rate of out of school ensured in Accelerated Learning Program?
- viii. How much Accelerated Learning Program remained effective in reducing the number of out of school children?
- ix. How well did the program work?

- x. Did the program produce or contribute to the intended outcomes in the short, medium, and long term?
- xi. How far this program has reduced drop-out rate?
- xii. To what extent can changes be attributed to the program?
- xiii. What were the particular features of the program made a difference in the context of out of school children enrollment?
- xiv. What were the other factors influenced on the implementation and completion of Accelerated Learning program?

## **Appendix H**

**CERTIFICATE OF VALIDATION FOR PROOFREADING OF THESIS**  
**EFFECTIVENESS OF ACCELERATED LEARNING PROGRAM IN THE**  
**CONTEXT OF OUT OF SCHOOL CHILDREN**

By

Nighat Jabeen

Registration # 1781/M.Phil Education F-19-19190

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD.

This is to certify that the said thesis has been proofread for the usage of the English language including sentence structure, grammatical structure i.e., subject-verb agreement, and use of tenses, spelling punctuation and conjunction, etc. During the first reading, a few observations were made and communicated to the researcher. The suggested changes were incorporated by the researcher successfully. The final reading was done by the undersigned and found appropriate.

Hence the thesis is being validated with a fair amount of confidence .

Name: RAHMAN BUKHSHI

Designation: PRINCIPAL(BS-19)

Signature:



Date: 14-04-2023

RAHMAN BUKHSHI  
Principal  
Islamabad Model School  
for Boys (Vidyalaya) Islamabad

## Appendix I

### QEC TURNITIN REPORT



National University of Modern Languages  
Quality Enhancement Cell  
Sector H-9, P.O. Shaigan, Islamabad, Pakistan  
Tel: +92-51-9265100 Ext 2246/2247  
Web: [www.numl.edu.pk](http://www.numl.edu.pk)

Dated: Jan 13, 2023

Faculty of Social Sciences

Subject: Turnitin Report of MPhil Thesis of Ms Nighat Jabeen (Educational Sciences)

1<sup>st</sup> Attempt


This is to state that MPhil thesis of Ms Nighat Jabeen has been run through Turnitin Software on January 13, 2023. Paper ID is 1992219055 and similarity index is 09%. This is within the limit prescribed by the Higher Education Commission.

The subject similarity index report is attached for further processing, please.

Dean FSS

  
16/01/2023



  
(Dr. Khushbakht Hina)  
Director  
Quality Enhancement Cell

  
23/1/23