

A Study to Measure the Effectiveness of Education at Alternative Learning Pathway (ALP) Program at Quetta, Sibi and Naseerabad

Safia Begum^{*}, Alia Ayub^{**} and Nasir Kiazai^{***}

Abstract

Alternative Learning Pathway program is started in seven districts of Baluchistan, UNICEF is funding and providing financial and technical support of under the umbrella of education department this is program designed for those children who have not been to school or have left it due to different causes, projects aim is to mainstream these children in short period of 3 year to pass out primary level for their better future. Researcher has chosen three districts Quetta, Sibi and Naseerabad, five centers from each district. Objectives of the study is to check the effectiveness of ALP centers and sustainability, following are the objective, Head teachers facing the issues in ALP centers, increasing the enrollment and address the drop out of students in ALP centers,, support students' learning in ALP curriculum in ALP centers, improvement of teaching competency of teachers, observe the text book quality, researcher shared those issues with education department for permanent solution, the curriculum was supportive for ALP students, and was satisfactory but still teachers need trainings. The methodology was used as follow, the samples were selected of 26 teachers, 240 students 16 parents 5 educational administrators and 2 curriculum developer. The instrument was used through questionnaire and interview. Population migration is another issue for teacher as discussed above that his salary depends on the child attendance if they migrate class strength reduces and his salary becomes less. This study conducted to check the effectiveness of ALP, Overall results of ALP centers and student's performance is satisfactory; teachers are very hardworking and committed with their duties.

Keywords: Alternative, learning pathway, education, effectiveness.

* M.Phil. Scholar SBKWU, Quetta.

** Associate Professor in Education dept. SBKWU, Quetta.

Email: aliaaslam54@yahoo.com

*** Assistant Professor, IER, UOB, Quetta.

Introduction

Everyone knows the importance of education and no nation can survive without ensuring the provision of access to quality education to every child, Education helps to develop economies and makes people healthier, as well as fosters peace.

In Pakistan 25 million school children out of School children (OOSC) are not in the school, age group of 5-16 years. Pakistan is the second highest country all over the world after Nigeria. Baluchistan is the least educated province in Pakistan, having its 67% of the population being illiterate. Around 2.3 million children are not going to school, majority of them (close to 70%) are girls. NER, which is 56% at Primary level (G: 40, B: 68), 25% (G: 13, Boys: 34) at middle level and 14% (G: 04, B: 21) at secondary level, is at least 10 percent lower than the national average, more than 50 % children dropout before completing primary education.

In Baluchistan, 60.9% (868487) boys and 72.1% (907451) girls between the ages of 5 and 16 are out of school. In addition, dropout rate at primary schools is very alarming in the province. Every child has the right to free and compulsory education (Article 25-A). It indicates that each and every child of this age should be engaged in education. The Baluchistan Education Department has developed a five years plan (BESP, 2013-2018) to cater the constitutional requirements (Ailaan, 2014).

The 1st ever Accelerated Learning Program in the history of Baluchistan Based on accelerated mode of studies of 3 years primary schooling based on semester system of 5 months of studies for each grade. Condense curriculum developed by BOC in the light of National curriculum policy 2006.

Baluchistan Education Sector (BESP 2013-18) is important and vital step towards the achievement of the requirement of Article 25-A privilege to education: "The State should give free and obligatory education to all children of the age of 5 to 16 years in such way as might be controlled by law". Low access to schooling and high dropout rates of school children are the two major challenges in the province. BESP has proposed Alternate Learning Pathway Program as a strategy to overcome these two major challenges. Primarily takes dropout or left-out children and fast track them through various levels, primary or middle, and streams them into regular schools. Without an effective and progressive , the vision of achieving targets of Article 25-A will elusive (Fair, 2014).

Alternative Learning Pathway Program (ALP) is an umbrella term, which includes an assortment of different Non formal Education designs. Their one bringing together element is that they are substitute to formal education, that contacts kids in the 5-16 year seniority gather who for various reasons have not been conceded into, or who have subsequently dropped out of the formal education framework, and offer them with another opportunity of education (UNICEF, 2010).

Alternative Learning Pathway Program (ALP) is a program which is in middle stage to assist older children/youth, who have ignored year of schooling, to complete their essential education and to acquire educational qualification in a relatively short period of time. For example, an ALP can be a 3- year's program that squeezes 6 years of primary schooling. Planned in partnership with educational authorities and covering basic elements of official curriculum, a program attempt to cover rapidly education substance spanning years of missed schooling (UNICEF, 2013).

Table 1

Data of out of School Children by Provincial and Regional

| Provence | Population 5-16 years | In-school | Out of school | OOSC % |
|-------------|-----------------------|------------|---------------|--------|
| Baluchistan | 2,685,897 | 909,960 | 1,775,937 | 66.1 |
| FATA | 1,271,543 | 484,590 | 786,953 | 61.9 |
| GB | 347,159 | 180,458 | 166,701 | 48.0 |
| Islamabad | 311,633 | 262,841 | 48,792 | 15.7 |
| KP | 7,151,781 | 4,692,324 | 2,459,457 | 34.4 |
| Punjab | 27,858,607 | 14,759,437 | 13,099,170 | 47.0 |
| Sindh | 12,137,421 | 5,939,950 | 6,197,471 | 51.1 |
| Pakistan | 52,907,870 | 5,939,950 | 25,021,673 | 47.3 |

Table 2

Gender Wise Distribution of out of School Children

| Sex | Population 5-16 years | In-school | Out Of School | OOSC % |
|-------|-----------------------|------------|---------------|--------|
| Girls | 25,588,743 | 11,936,368 | 13,652,375 | 53.4 |
| Boys | 27,319,127 | 15,949,829 | 11,369,298 | 41.6 |
| Total | 52,907,870 | 27,886,197 | 25,021,673 | 47.3 |

The Alternate Learning Pathway ALP program is one of the components to attain the vision of constitution 25-A. In order to bring out of school children back into the classrooms, the Baluchistan Education Sector Plan (BESP, 2013-2018) has suggested alternate learning pathway program. This program will enrolled dropped out or left out children, prepare them in three levels and stream them into regular schools.

The objective of the program is to play down the dropout rate and number of un-enrolled children of age 9 to 13 by establishing centers in public and private boys' and girls' schools and *Deeni Madrassas* in evening shift. The government will pay Rs.07 per child per day to the center teacher by ensuring the quality education and satisfactory performance. The curriculum experts of Directorate of Education, Bureau of Curriculum and Extension Center Baluchistan framed a condensed curriculum of all subjects i.e. English, Urdu, Mathematics, General Science, Social Studies, General Knowledge and Islamic studies for the three grades of program by condensing five years program in to three academic years. Moreover, the ABES team with the professional support of Directorate of Education, Bureau of Curriculum and Extension Center Baluchistan

developed the resource books, teacher guides and other teaching and learning materials for the teachers and students keeping in view the integrated curriculum (A review of Alternative Learning Programs in Pakistan 2014-15). The program is started in seven districts (i.e. Quetta, Zhobe, Sherani, Musakhail, Naseerabad, Jaffarabad and Lessbela). The children of these seven districts are enrolled in grade 1 of two semester's program. A textbook has printed for grade 1 of two semesters. This textbook is developed from the condensed curriculum of grade I and II of regular schools. The condensed curriculum is developed by Bureau and the textbook is arranged by the Textbook Board.

Objectives of the Study

The study has following objectives which were tested:

- To identify the problems/issues of head teacher facing in ALP program
- To examine the increase in enrollment of ALP centers
- To assess the support of students learning in curriculum (syllabus)
- To know the improvement of teaching competency of teachers
- To assess the quality of textbook content

Research Questions

Following Research Questions were tested through this study:

- What are the problems/issues are faced by the head teachers in centers?
- What is the total numbers of students enroll in center?
- What is the level of teaching competency of teachers?
- What is the level of the students learning in curriculum?
- What is the quality of text book in ALP program?

Review of the Literature

Alternative Education is a comprehensive educational program delivered in a non-traditional learning environment that is distinct and separate from the existing general or special education program.

Historical View of Alternative Learning Pathway Program

Alternative schools are naturally small and collaborative and widen the roles of tutors into learner counseling and some managerial tasks. Another commonality is the absence or at least use of, tracking and other types of labeling (Neuman, 1994). The mainstream community learning system of the behind 1950s and early 1960s was extremely criticized for being racist and exclusively planned for the success of the minority. The 1960s were a era of vast innovation and movement in the learning system with lasting implications for community school schools with respect to curriculum, delivery and structure. While these substitute outside of the community education system

were observed as among the first alternative choice to the traditional system, their appearance inspired a movement of change within the community schools starting in the second half of the 1960s (Lange & Sletten, 2002).

Alternative Education Programmers require to be seen as the response to a global issue. Lovey (1989) records their spectacular increase, the majority for the very last two years of necessary school. Glasser (1991) states that the system of government education is failing to meet the challenge of demographic and collective change, and children are not ready for the workplace. The National Centre for Education Statistics (NCES) (1990) recorded that the standard dropout rate for learner in the United States is 25%, and may even be higher as a general average.

Definition of Alternative Learning Pathway Program

Two key models portraying quickened taking in rose up out of a writing audit: one describe to time spans and one to a way to deal with learning and educating. First, Alternative learning has most frequently been conceptualized in reference to "time". From this recognition, Alternative Learning includes a course conveyed in a shorter length of time than "ordinary" There is some disarray about what constitutes an Alternative conveyance time allotment, with definitions shifting from simply being a shorter timeframe than existing conveyance (Anastasi , 2007) to a predefined number of weeks or days.

Types of Alternative Learning Programs (ALPs)

ALPs cover an outstandingly wide extent of kinds of Learning Center (LC), from casual social occasions of understudies sitting in a urban stop, to considerable administratively sorted out bodies with in excess of 13,000 Learning Centers.

Shortage of Material in Alternative Learning Pathway Program

This area bargains specifically with reactions from Parents Teacher Association (PTA) individuals, principals, educators and students from (P. UNICEF, 2013),UNICEF ALP schools. Genuine shortage of course books. Regularly the educator is the main individual to have a portion of the applicable course readings for the ALP level. Shortage of student practice books A 'School in a Box' has been dispersed to ALP schools at a proportion of 1 box for each 80 students and contains 200 little A5 practice books each having 48 pages. This implies there are just 2 ½ practices books for every student for one level. No other student supplies give off an impression of being circulated amid the year.

In 2007 the advance for NPSCE enrollment was fundamentally better however happened when Community Access Program (CAP) and Children of Deaf Adults (CODHA) were not under contract and their field staff not utilized. They monitors for CAP and CODHA were requested to enlist the understudy and present the school rundown to UNICEF yet they got no remuneration for this (Nicholson, 2007).

Alternative ALP Schooling Scheme

In 2007 the advance for NPSCE enrollment was fundamentally better however happened when Community Access Program (CAP) and Children of Deaf Adults (CODHA) were not under contract and their field staff not utilized. They monitors for CAP and CODHA were requested to enlist the understudy and present the school rundown to UNICEF yet they got no remuneration for this (Nicholson, 2007).

As indicated by the World Bank (2012), the Alternative Education System (AES) offers learning open doors for OOSC and adults who were never come to by the formal education structure or who dropped out and are presumably not going to retreat to class. ALPs address one of the seven portions inside the AES. These undertakings offer a four-year enlivened basic cycle as opposed to the 8 years required by the formal educational modules, and "record for 75% of enrolled AES selections" (World Bank, 2012).

The Quickened Learning Programs, Community-based Girls' Schools, Adult Education, Intensive English Courses, Interactive Radio Instruction, Pastoralist Education, and Agro-ranger service Education (Organization & UNICEF, 2012).

Theoretical Framework of ALP Program

The Learning for Access Program is a one of a kind activity that expands on the Five Dimensions of Exclusion framework to comprehend youngsters who are out of school and propose mediations accordingly. Under the framework, Dimension 1 incorporates offspring of pre-elementary school age who are not in pre-essential or grade school, Dimension 2 incorporates the offspring of essential age who are not in essential or secondary education, Dimension 3 applies to offspring of lower secondary age who are not in essential or secondary school, Dimensions 4 and 5, separately, involve youngsters selected in essential or lower secondary school who are at risk of dropping out The Learning for Access Program targets offspring of Dimensions 2, 3, 4 and 5 to expand enrolment of Out Of School Children (OOSC) and maintain the enrolment of in school children who are at a danger of dropping out; and offer entire school change mediations to assemble a quality learning condition for new admissions. The program is executed at town level for one year in two phases (Fatima, 2015).

Characteristics and Consequences of Alternative Learning Pathway Program

The effectiveness of four grown-up learning strategies (accelerated learning, instructing, guided outline, and Justin-time preparing) constituted the focal point of this research synthesis. Discoveries reported in *How People Learn* (Bransford et al., 2000) were utilized to operationally characterize six grown-up learning technique attributes, and to code and dissect the connection between the six qualities and the study results (student information, aptitudes, dispositions, and self-viability convictions).

Strategies of ALP Program

Almost this study is only 9 months previous; it has a figure of interesting and characteristic features or methods. In spite of the fact that this program is just 9 months previous, it has various fascinating and unmistakable highlights or techniques.

Strategy I, Targeted Launching of ALPs

The majority of ALPs in Baluchistan are bunched around the main city Quetta, or in the more open northern and focal areas of Baluchistan region. The BESP then again chooses target locale in light of the UNICEF Child Well Being Index (UNICEF, 2012), that distinguishes regions with generally OOSC. Inside the objective locale, appropriate destinations for foundation of new ALP learning focuses are recognized in discussion with region government authorities. In Baluchistan, 26% of government grade schools have no rooms (34% for girls), and 11% have just a solitary room 25. Therefore, government and additionally non-public school structures for the two young ladies and young men are considered for incorporation. BESP does not straightforwardly approach groups to set up LCs; rather, it reports the program in groups which fulfill its criteria and after that enables them to express their advantage. This mirrors a 'request drove' approach. An instructor of the neighborhood government school is distinguished and requested to lead classes toward the evening shift for an honorarium. Classes are directed from 2 to 5 pm, in a similar school.

Strategy II, Incentivizing Registered Students

Baluchistan Education Support Project (Provincial) BESP pays the instructor an honorarium of Rs. 10 for each learner /attendance, yet offers no incentive for students. The objective is to motivate the instructor who will then try to enlist more OOSC absolutely through social preparation and group outreach crusades. It is germane to specify that the aggregate number of OOSC in Baluchistan is 1, 867, 44626; the Net Enrollment Rate (NER) for primary (age 6-10 years) is 68% for young men and 40% for young ladies. Enrolling these OOSC in the focuses is a test, as guardians give a lower need to education; in the Baluch belt, education pointer are especially low (P. UNICEF, 2013) . Including a government educator to lead this campaign adds believability to the procedure, and helps pick up the certainty of guardians. Since the project's establishment, 1,573 young men and 996 young ladies having a place with poor provincial and urban groups have been selected in 39 learning focuses in the objective areas. BESP wants to issue an extraordinary file number to every tyke for following enlistment. Since the task is new, it is too soon to dissect understudy maintenance, dropout and mainstreaming figures. Toward the finish of the course, it is normal that these students will be mainstreamed into Grade 6 of every a neighborhood optional government or tuition based school.

Strategy III Reduced Curriculum

The Baluchistan Education Support Project (Provincial) BEBP curriculum covers all subjects from Grades 1 to 5. The National Curriculum of 2006 has been dense from 5 to 3 years, by extricating vital components and expelling duplication of ideas. This activity was embraced by the Baluchistan Bureau of Curriculum, by constituting an extraordinary group for the reason.

Increasing of the Enrollment Rate in ALP/ Non-Formal Primary schooling

The SHIKHON program, actualized since 2007 in Bangladesh, was "intended to target youngsters those who are also out of school and additionally minimized from the official tutoring framework because of their handicap status, ethnicity as well as sexual orientation" (Gee, 2015). The program, executed by Save the offspring with financing from the European Commission, Dubai Cares and Chevron, goes for expanding access to Non-Formal Primary schooling for Out Of School Children (OOSC), enhancing the nature of Non-official schooling for OOSC, and encouraging associations amongst state and Non-State on-screen characters to achieve the instruction needs of impeded children (Gee, 2015). Working at no cost for families who select their offspring into the program, and in districts where environmental situation keep youngsters from getting to official schools (Shanker et al., 2015).

Overview of the ALP Course

This course is required for the finish of the Alternative Licensure Program (ALP). The primary focal point of the course is to help teachers in building up a solid classroom administration design. What's more, you will figure out how to plan and do powerful norms based lessons, enveloping an assortment of instructional methodologies. Subjects tended to in this class include: classroom administration unit and lesson arranging concentrated on addressing the requirements of students, compelling instructional practices and procedures (Kaka, 2014).

Teacher Effectiveness in ALP Program

On the off chance that teachers endeavor to stay away from and restrict subtractive tutoring, yet battle to defeat the shortage dialect that encompasses them, at that point I trust that there will probably be ramifications of that battle on teachers' self- and aggregate viability. Because of crafted by (Bandura & Schunk, 1981), the idea of self-adequacy has turned into a territory of center in educational brain research in the course of the most recent four decades; progressively, educator self-viability has turned into a zone of strengthened fixation, particularly in the examination of Guskey and Passaro (Guskey & Passaro, 1994), (Raudenbush, Rowan, & Cheong, 1992), and (Tschannen-Moran, Hoy, & Hoy, 1998).

Teachers Support the Student Learning in ALP Program

Profound comprehension (Carver, 2006) creates when learning is coordinated with reflection or meta-cognizance. Best learning happens when teachers help understudies to accomplish their learning objectives and to explain their creating understanding through platform, which "is step by step included, altered, and evacuated by the requirements of the student" (Collins & Sawyer, 2006). Viable learning requires an abnormal state of educator polished methodology in the outline of learning situations and encounters and the platform of individual understudies' learning. To cultivate powerful learning, teachers, at alternative and standard schools alike, require the capacity to encourage learning in singular, little gathering and class settings (Sliwka, 2008)

Research Methodology

Data of the study was based on qualitative and quantitative study approach. Hence mix methods approach, the data collected was both qualitative and quantitative in nature. Qualitative data was a systematic and rigorous form of inquiry that used methods of data collection such as in-depth interviews, ethnographic observation, and review of documents. The qualitative data was collected through interview protocol, and through semi structure interview. Researcher had conducted the interview from educational administrators, curriculum developers and parents those who were engaged in the ALP program. Quantitative data was collected by developing five point Likert scale and survey, survey questionnaire developed from the selected teachers and students.

Population

All the population of Alternative Learning Program selected in study. The program started in seven districts of Baluchistan out of 31 districts, the numbers of centers of seven districts were (209), the number of teachers was (289) and the numbers of students were (10882).

Table 3

Population Detailes about the Respondents

| SR# | Districts | Centers | Students | Teachers / M | Teachers/ F |
|-----|------------|---------|----------|--------------|-------------|
| 1 | Quetta | 38 | 1490 | 51 | 14 |
| 2 | Sibi | 18 | 854 | 11 | 01 |
| 3 | Naseerabad | 48 | 2221 | 54 | 11 |
| 4 | Zhob | 15 | 841 | 19 | 05 |
| 5 | Sherani | 01 | 32 | 02 | 00 |
| 6 | Lasbella | 42 | 2304 | 28 | 20 |
| 7 | Jaffrabad | 47 | 3140 | 47 | 20 |
| | Total | 209 | 10882 | 218 | 71 |

Sample Size

240 students 26 teachers, 16 parents, 03 educational administer and 2 curriculum developers selected from entire population for this study.

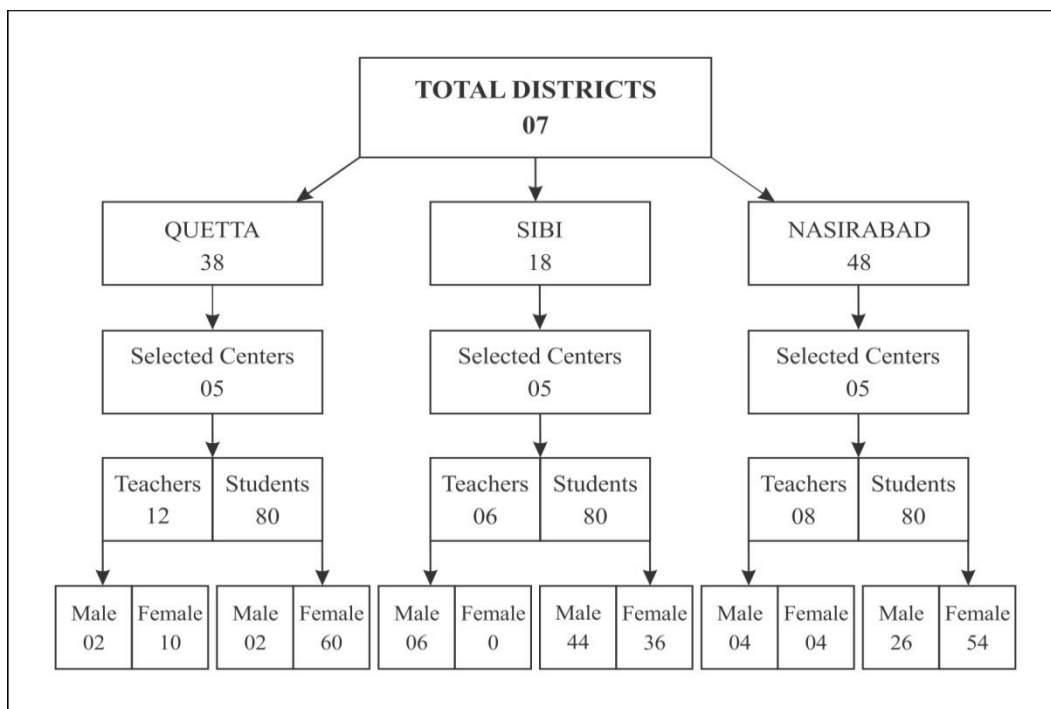


Figure 1. Sampled frame work for respondent in Alternative Learning Pathway (ALP) Program

Research Instruments / Tools

02 survey questionnaire and 03 interview protocol were developed to elicit the responses about the understudy problem.

Table 4

Sample of the Interviewers

| SR# | Despondences interviewed | N |
|-----|--------------------------|----|
| 1 | Parents | 16 |
| 2 | Educational Administers | 3 |
| 3 | Curriculum Developers | 2 |

Survey Questionnaire for Teachers

These questionnaires developed on five point liker scale. The purpose of this survey was investigated the effectiveness of ALP program as well as the competency of teachers, the criteria were then manipulated in terms of items/statements of the questions. The questionnaire initially consist 37 multiple choice questions.

Questionnaire for Students

240 students selected for the study, including 26 multiple choice questions developed on five point Likert scale. The purposed of this survey was to measure the students learning achievement out comes as well as behavior, attitude and impact of the text books.

Results

Students and teachers responses were analyzed through mean and standard deviation.

Table 5

Analysis of Students' Responses

| ALP Support Areas | N | Min. | Max. | M. | SD |
|---|-----|-------|-------|---------|---------|
| 1. Curriculum support the student learning (N=06) | 240 | 16.00 | 27.00 | 23.2792 | 1.73603 |
| 2. Learning competency of students (N=05) | 240 | 16.00 | 27.00 | 23.2792 | 1.73603 |
| 3. Students attitude toward learning (N=04) | 240 | 15.00 | 20.00 | 18.6792 | 1.36651 |

above table indicates that the level of students learning in curriculum development, researcher asked questions from students regarding gender equality, age level of students, easy to difficult approach, related to life examples, the response from students which were very high with mean score (23) and the learning competency of students were also equal to curriculum support the students leaning. However students taking interest toward home work, student's behavior were civilized and class room was developed as a child friendly, the attitudes of students toward learning shown were very high with mean (19).

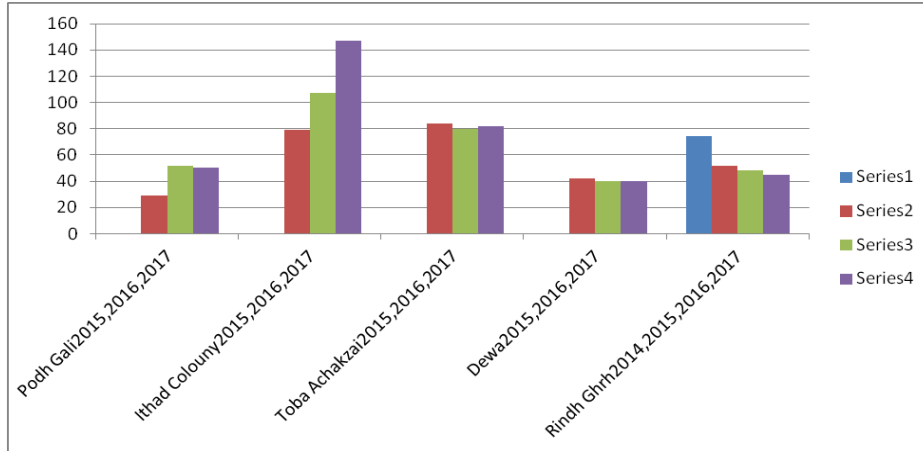
Table 6

Analysis of Teachers' Responses

| ALP Support Areas | N | Min. | Max. | M | SD |
|---|----|------|------|----|------|
| 1. Teaching competency of teachers (N=10) | 26 | 28 | 36 | 31 | 2.40 |
| 2. Curriculum support the student learning (N=08) | 26 | 23 | 31 | 28 | 2.23 |
| 3. Students attitude toward learning (N=04) | 26 | 16 | 20 | 17 | 1.03 |

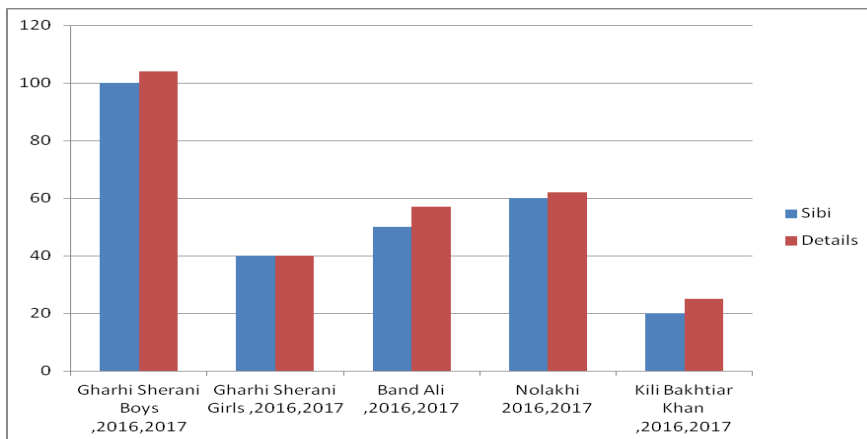
Above table indicates the level of teaching competencies, continues of teachers professional development, teaching strategies of ALP teachers, teachers covered the content in the given time period, the result of assessment was satisfactory, the class room management was well managed by teachers, with high mean score (32), the level of students learning in ALP curriculum mean score was quite high (28). Moreover the attitudes of students toward learning were best highest score with mean (18).

The total number of students enrolled in ALP centers Data analysis through frequency Detail of Quetta (ALP) Centers



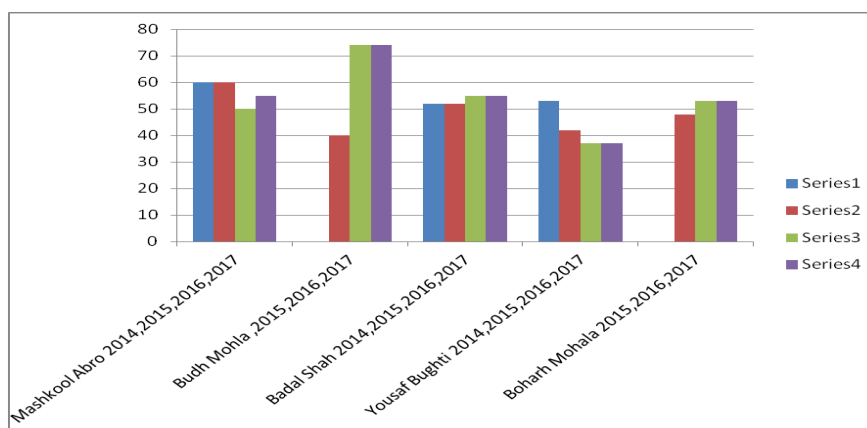
The above table mentioned four years detail of five ALP centers in Quetta district. It shows that comparison 2015 – 2017 in ALP center Podh Gali choak. The enrollment was 29 in 2014, 2016 enrollment was 52 and 2017 it was 50. It shows that there were three years dropout was controlled in ALP center Podh Gali choak. Ithad Colony the comparison 2015 – 2017. The enrollment was 79 in 2015, 2016 enrollment was 107 and 2017 it was 147. It shows that there were three years dropout was controlled and increased in ALP center Ithad Colony. Toba Achakzai comparison of 2015–2017. The enrollment was 84 in 2015 , 2016 enrollment was 80 and 2017, it was 82. It shows that there were three years dropout was controlled in ALP centers. ALP Dewa 2 It shows that comparison 2015–2017 , the enrollment was 42 in 2015, 2016 the enrollment was 40 and 2017 it was 40. It shows that there were three years dropout was controlled. ALP center Rindh Ghrh, It shows that comparison 2014–2017. The enrollment was 74 in 2014, 2015 enrollment was 52, 2016 enrollment was 48 and 2017 it was 45. It shows that there were four years difference of 28 students’ upgraded in government schools.

Detail of Sibi ALP Centers



The above table mentioned two years detail of five ALP centers in Sibi district. ALP center Ghari Sherani boys shows that comparison between 2015–2017 in ALP center. The enrollment was 100 in 2015, 2016 enrollment was 104 and 2017. It shows that there were two years dropout was controlled in ALP center. ALP Ghari Sherani girls shows that comparison between 2016–2017. The enrollment was 40 in 2016 and 2017 was same. ALP center Band Ali shows that comparison between 2016–2017. The enrollment was 50 in 2016, 2017 enrollment was 57. It shows that there were two years dropout was controlled. ALP center Nolakhi shows that comparison between 2016 – 2017. The enrollment was 60 in 2016, and 2017 it was 62. It shows that there were two years dropout was controlled. ALP center Kili Bakhtiar Khan shows that comparison between 2016 – 2017. The enrollment was 20 in 2016, and 2017 it was 25. It shows that there were two years dropout was controlled.

Detail of Naseerabad ALP Centers



The above table mentioned four years detail of five ALP centers in Naseerabad district. ALP center Mashkool Abro shows that comparison 2014-2017, the enrollment was 60 in 2014. In 2015 enrollment was 55 and 2017 it was 50. It shows that there were three years drop out was controlled. ALP center Budh Mohala shows that comparison 2015-2017. The enrollment was 40 in 2015, 2016 the enrollment was 74 and 2017 it was same. It shows that there were three years dropout was controlled and highly increased the enrollment in ALP. ALP center Badal Shah shows that comparison 2014–2017. The enrollment was 53 in 2014, 2015 enrollment was 52 and 2016 the enrollment was same and 2017 it was 55. It shows that there were four years dropout was controlled. ALP center Yousaf Bughti shows that comparison 2015–2017. The enrollment was 42 in 2015, 2016 the enrollment was 38 and 2017 it was 37. It shows that there were three years dropout was controlled. ALP center Boharh Mohala shows that comparison 2015–2017.

The enrollment was 48 in 2015, 2016 enrolment was same and 2017 it was 53. It shows that there were three years dropout was controlled.

Analysis of Qualitative Data

Problems/issues are faced by the teachers in ALP centers

Science book is difficult as students learning level. The teachers are facing more difficulties in science and math a subject, science book is difficult to understand and beyond the students learning level, Science books lessons are lengthy and difficult as per students' learning level, according to teachers' statement, even it is more difficult for teachers' understanding, some lessons of English subject are also lengthy and difficult. District teacher educators (DTEs) are not giving sufficient time to us, that's why we do not understand the difficult lessons and not create the most appropriate activities. In the end the students are affecting on their performance.

Cupboard required for storage of centers records. Cupboard required for storage of centers' records, it is a big issue for us to keep the record of center safe and sound, teachers have to take it to home daily basis, if cupboard was provided us, then it would be very easy for us to keep all records in ALP center level.

Payments being made late quarterly. Teachers shared with researcher that the payments being made late quarterly, payment should be paid monthly on monthly basis, but in this project payments are very late, quarterly even some time we get more than four or five months later, which effects very badly our financially activities, as well as our families, which we have to feed and bare other expenses, if they don't pay us on time than it is not possible for us to give concentration to our work.

Salary is very low as per teacher requirement. Teachers were worried about their payment, they said it is very low as compare with regular teacher, payment which is given to us, is very low compare to other teachers, we are teaching students, three subjects in grade one to four and five subject in 5th grade, keeping fact and figures, our payment is very low, which needs to review and increase.

Space issues for ALP center. Teachers mentioned that the space is a big issue for ALP center, Government or project is not providing a room for students, where students sit and get education, the space which is provided by community is not sufficient for students to get quality education.

Analysis of Interview with Educational Administrators

Some teachers are not regular. Educational Administrators told that the some teachers are not regular and their ownership level is very below as per our requirement; those who are not regular in ALP centers they make holidays without informing office, during monitoring we found them absent, their syllabus are not completed, and also this creates lack of interest of students toward education, students come center and don't find teachers in center and go back their home without getting any education, this also make dropout of students from ALP centers.

Syllabus not completed in given time. Syllabus is not completed in given time, lack of interest of teachers' and students' syllabus can't be completed on time, and some teachers are not regular and make more and more holidays without any reason.

Fake attendance in some ALP students. Fake attendance of students by teachers, less payment is main reason that teachers make fake attendance of students, teachers just want to earn extra money to make fake attendance, when they make present the students that they get more money, if they make absent the children then they can't get payment of absent students.

Less ownership from teachers. Less ownership from teachers, teachers' salary is again same issue that make the less ownership of teachers, less payment, teachers are worried about their payments, their requirements are not fulfilling by this less amounts, they try to work some other places so that's why this can't motivate them work hard in ALP centers.

Community do not support to teachers. In few eras very less support from community to teachers, teachers have very less support from community, some teachers' resident in same area where ALP centers are opened, because local teachers are not available, in these cases, teachers need place, food and they go their homes only on weekends, due to poverty community can't bare teachers' expenses.

Analysis of Interview with Parents

Control the dropout rate. The researcher conducted the interview with parents, many students are enroll in ALP centers, they are getting education in these centers, day by day enrollment is increasing and many students getting education. It is first time in history educational activities started in the area, before here are two government schools, but for long time bath are closed, our children are very far from education, now parents are very happy with these ALP centers, parents are hopeful that now their children will get education.

Control dropout rate data conducted from teachers. During interview researcher check the enrollment rate, teachers shared their experiences and they said due to poverty students have to work and get education as well, it centers timing is morning then students go for work at evening time, if the centers' timings are evening the children go for work at morning time, it is very tired able for children for work and study morning till evening said parents, even though students are happy that they are getting education, they are hopeful one day they will be able to do their educational related activities by themselves.

Control the dropout rate interview from students. Researcher talked with students, about enrollment increasing, students said initially enrollment was very low, but with the passage of time now the confidence level of parents and students increasing, before

we all thought that these ALP centers are temporary, and these centers will be closed, these are just formalities, but now our confidence level increased, this made improvement in enrollment.

Curriculum Support the Students Learning in ALP Program

Researcher discussed the curriculum with teachers, they said curriculum is child friendly and they used the method of easy to difficult, mostly it is joyful learning for students, it is also condensed curriculum, which is made very easy for students understanding.

Researcher asked about ALP curriculum from Educational Administrator, Educational Administrator said ALP curriculum is very easy and short; it is developed to keep the understanding level of students and teachers.

Researcher asked from ALP curriculum developer, they said this was very interesting experience for us to develop a condensed curriculum for ALP students, it is 1st time experience, before we didn't do this kind of experience, we tried our level best try to make it easy, interesting and joyful learning for students and teachers.

Discussion

The results of the study indicates that the learning achievement level of students were good, students take interest in home work and class work activities, their learning level is quite well, they come in centers regularly, they also take interest in group work and do their work regularly and very honestly. But due to poverty they have to work in morning time and evening they come in center to get education, this is their interest that they doing very hard working morning to evening, mostly they are feeding their families and also getting education, which is very tired able work for these innocent children.

The level of teaching competencies, continues of teachers professional development, teaching strategies of ALP teachers, teachers covered the content in the given time period, the result of assessment was satisfactory, the class room management was well managed by teachers, with high mean score (32), In the final result through descriptive analysis teaching competencies were good but few new teachers opined that the needs of more trainings and to facilitate the teaching skills. Overall teacher's competency is satisfactory. Some cases Teachers qualifications are not equal to requirement, there are some cases teachers qualification is very less equal to matriculation, project is working in backward and neglected areas, where schooling opportunity is not available, also qualified exist, that why teachers competency is less in some areas.

The drop out ratio is very less, this shows the importance of ALP centers, in two centers ALP Rind Gharh in district Quetta and 2nd in Mashqool Abro district Naseerabad, the causes of drop out in Rind Gharh ALP center according to teacher that some families

migrated from here, so the students also left the center and went with their family, 5 students left in Mashqol Abro in district Naseerabad, teacher told that 05 students which left ALP center, they got admission in Government school, now they became mainstream.

Teachers are facing some problems, in science book some lesson are lengthy and some mathematics questions very difficult. Some issues related to the ALP centers for example, teachers want to more facilitate due to infrastructure and teacher salaries. Researcher observed the teachers need to more appropriate trainings because teachers are not well trained to performed their duties in ALP centers. ALP program is for those child who are out of school because of financial issue as they work on different places, sometimes they remain absent from center due to bad health condition as they getting tired after all day work. Mostly they belong from very poor families, where they don't have good food as well as health facilities, which are the reason they could not get the chance to get education in their early ages.

Illiterate parents are as well a big issue for teachers as they are unaware about the importance of education, they are interested that their children must work and make them financially strong, so they don't courage their children for education, and stop their child from getting education and make them busy with themselves in fields. Population migration is another problem faced by tutors as masses migrate from one place to another for financial means and sometimes due to personal quarrels which cause children drop out.

Teachers' salary on per child they are getting 10 rupees on per child attendance of one day and if they remain absent due to the above mention issue which effects on teacher's salary.

Multi grade is another problem of teacher faced in centers during teaching as they have to teach five grades, teachers' salary is very less compare as their expanses.

Teachers discussed their issues with Researcher, the main issues were lengthy lessons of science book, difficult questions of Mathematics, infrastructures where no spaces for teachers and students to set and get education, no cupboard where teacher keep ALP center's material, teachers' salaries are very less compare to their need, and not getting on time (monthly basis) according their statement they get salaries after three months. Which affect their performance as well as ownership, Teachers also discussed that they need training on quarterly instead of annually, financial issue of children, illiteracy of parents, population migration. Teachers' salary, Multi grade classes are some other problems faced by a teacher.

Conclusion

Science book's lesson, mathematic questions need review, ALP centers need infrastructures and cupboard which are very initial requirement, teachers' salaries may be increased and payment should be on time for smoothly running of ALP centers, scholarships for those children who work for financial support of their family, keeping all above mentioned issues may be solved to get quality education in ALP centers.

Teachers' competency is satisfactory, but in some ALP centers where teachers' qualification is equal to matriculation, these teachers facing issues, to understand and to teach their students in English and Mathematic subjects. These students are very interested toward their education, they need encouraged financial support as well as uniforms, shoes, and other educational related equipment and materials, which encourage them getting education.

Recommendations

On the basis of the results, following action plans are recommended:

- Teachers need more training and trainers visits at ALP centers regularly
- Teachers payment may be increased, some ALP centers have very low enrollment, where ALP teachers get very less salary.
- Teachers may be paid their salaries on time, mostly teachers are depending on the salary of ALP, when they get salaries late, their interest level come low.
- Teachers may be provided for each class, some ALP centers enrollment is very high and there is single teacher.
- Teachers may be provided cupboard may be provided for storage of centers records
- Teachers may be provided spaces where teachers are coming from far flung areas
- Professionals Development (PD) days may be done weekly basis where teachers are low qualified or academically weak.
- Students may be given scholarship especially for poor students to make them financially strong to decrease drop out.
- *Students need some technical skills to get financial benefit to support their families*
- Science book may be made as per students learning level
- Enrollment campaign may be run in ALP villages with the support of community and parents.
- Enrollment may be increased in ALP centers, in some ALP centers enrollment is very less, which effect teachers' salary.

- Educational Manager should make meeting with parents and community to make their ownership
- Binding of books may be improved, binding of text books are very low quality
- Misprinting in text book may be removed, these misprinting found in Math's and English text book.

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