STUDY ON THE ROLE OF NON GOVERNMENTAL ORGANIZATIONS IN IMPARTING PRIMARY EDUCATION IN PAKISTAN
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Abstract

The study was designed to investigate role of non-governmental organizations' (NGOs) contribution in teaching primary education in Pakistan. The data for the study is gathered through questionnaires and interviews. The focus was also on collecting information through efficient and reliable resources. The population of the study consists of all the NGO's and Government institutions, who are working in Karachi. Sample of the study will be adopted randomly from the population. The total size of the sample will be 300. 250 social workers from twenty five NGO'S filled questionnaire and were interviewed out of all the active NGO's, working in Karachi.50 government employees of grade 18-21 filled the questionnaire and were interviewed from Ministry of Social Welfare, Government of Sindh. The collected data were statistically analyzed and association among the three groups was calculated.

Keywords**: Role of NGOs, Primary Education in Pakistan.**

1.   Introduction

NGOs (Nongovernmental organization) are an extremely diverse group of organizations which play different roles and take very different shapes and forms within and across different country contexts. This term NGO was coined at about the time of the founding of the United Nations (UN) in 1945 to distinguish private organizations from intergovernmental organizations (IGOs), such as the UN itself. NGOs work both independently and alongside bilateral aid agencies from developed countries, private-sector infrastructure operators, self-help associations, and local governments. The steady rise of NGOs has captivated the imagination of some policymakers,

activists, and analysts (Fisher, 1997), leading some observers to claim that NGOs are in the midst of a "quiet" revolution (for example, Edwards and Hulme, 1996). According to Marten (2002), NGOs are formal (professionalized) independent societal organizations whose primary aim is to promote common goals at the national or the international level (Martens, 2002:282).

The Yearbook of International Organizations defines NGOs as organizations which have not been founded and are not formally controlled, by national governments. (Union of International Association, 2005). Reinalda and Verbeek (2001) add that a second characteristic for these organizations is pursuit "by private means private objectives that are likely to have domestic or transitional public effects." Gerard Clarke (1998) from University of Wales, defines NGOs as "…private, non-profit, professional organizations with a distinctive legal character, concerned with public welfare goals. NGOs are not governmentally supported or founded, although government policies might have been a major reason for their genesis. They usually have defined goals and objectives relating to the creation of a civil society. They frequently work at the grass-roots level to provide aid, education, and, most importantly trying to provide services to a wider audience of policy makers, state organizations and funding agencies. NGOs are frequently idealized as organizations committed to "doing good while setting aside profit or politics (Zivetz, 1991; Fisher, 1993). They are seen as instrumental in changing mindsets and attitudes (Keck and Sikkink, 1998) in addition to being more efficient providers of goods and services (Edwards and Hulme, 1996).

According to the World Bank Organization, NGOs include many groups and institutions that are entirely or largely independent of government and that have primarily humanitarian or cooperative rather than commercial objectives. NGOs also include charitable and religious associations that mobilize private funds for development, distribute food and family planning services and promote community organization. They also include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen Groups that raise awareness and influence policy are also NGOs. All these kinds of NGOs emerged decades ago. The structures of NGOs vary considerably. With the improvement in communications, more locally-based groups, referred to as grass-roots organizations or community based organizations, have become active at the national or even the global level. Increasingly this occurs through the formation of coalitions with other NGOs for particular goals.

NGOs may be large or small, formal or informal, bureaucratic or flexible. In terms of funding, many are externally funded, while others depend on locally mobilized resources. Some may be well resourced and affluent, while others may be leading a 'hand to mouth' existence, struggling to survive from one year to the next. There are NGOs with highly professionalized staff, while others rely heavily on volunteers and supporters. In terms of values, NGOs are driven by a range of motivations.

According to (Willett, 2002), the formal concept of NGO came into use in 1945 following the establishment of the United Nations Organizations which recognized the need to give a consultative role to organizations which were not classified as neither government nor member states.
According to David Korten, the evolution of NGOs is based on four-generations:

- First generation: welfare oriented
- Second generation: sustainable, self-help orgs
- Third generation: advocacy, structural change

- Fourth: social movement

There are a few basic **characteristics** that **NGOs** must abide by in order to be considered a **NGO**. An organization may be correctly labeled an NGO if it has four characteristics identified by The Commonwealth Foundation, a London-based NGO study group. These characteristics are **Voluntary:** NGOs are formed voluntarily by citizens with an element of voluntary participation in the organization, whether in the form of small numbers of board members or large numbers of members or time given by volunteers.

Independent: NGOs are independent within the laws of society, and controlled by those who have formed them or by elected or appointed boards. The legal status of NGOs is based on freedom of association—one of the most basic human rights. The International Covenant of Civil and Political Rights, developed by the United Nations in 1966 and since ratified by 135 countries, grants the right to assemble.

Not-for-profit: NGOs are not for private personal profit or gain. NGOs may, in many countries, engage in revenue-generating activities, but must use the revenue solely in pursuit of the organization's mission. Like other enterprises, NGOs have employees who are paid for what they do. Boards are not usually paid for the work they perform, but may be reimbursed for expenses they incur in the course of performing their board duties.

Not self-serving in aims and related values: The aims of NGOs are to improve the circumstances and prospects of people and to act on concerns and issues detrimental to the well-being, circumstances, or prospects of people or society as a whole. NGOs are not the only name used to describe organizations that have the four characteristics listed above. Other common names are listed in the chart below. You may notice that the names reflect one of the distinguishing characteristics of the group.

The structures of NGOs vary considerably. With the improvement in communications, more locally-based groups, referred to as grass-roots organizations or community based organizations, have become active at the national or even the global level. Increasingly this occurs through the formation of coalitions with other NGOs for particular goals.

There are also numerous classifications of NGOs. The typology the World Bank uses divides them into Operational and Advocacy:

Operational NGOs Operational NGOs seek to "achieve small scale change directly through projects. They mobilize financial resources, materials and volunteers to create localized programs in the field. They hold large scale fundraising events, apply to governments and organizations for grants and contracts in order to raise money for projects. They often operate in a hierarchical structure; with a main headquarter that is staffed by professionals who plan projects, create budgets, keep accounts, report, and communicate with operational fieldworkers who work directly on projects. Operational NGOs deal with a wide range of issues, but are most often associated with the delivery of services and welfare, emergency relief and environmental issues. Operational NGOs can be further categorized, one frequently used categorization is the division into relief-oriented versus development-oriented organizations; they can also be classified according to whether they stress service delivery or participation; or whether they are religious or secular; and whether they are more public or private-oriented. Operational NGOs can be community-based, national or international. The defining activity of operational NGOs is implementing projects.

Campaigning NGOs Campaigning NGOs seek to achieve large scale change promoted indirectly through influence of the political system. Campaigning NGOs need an efficient and

effective group of professional members who are able to keep supporters informed, and motivated. They must plan and host demonstrations and events that will keep their cause in the media. They must maintain a large informed network of supporters who can be mobilized for events to garner media attention and influence policy changes. The defining activity of campaigning NGOs is holding demonstrations. Campaigning NGOs often deal with issues relating to human rights, women's rights, children's rights. The primary purpose of an Advocacy NGO is to defend or promote a specific cause. As opposed to operational project management, these organizations typically try to raise awareness, acceptance and knowledge by lobbying, press work and activist events.

Operational and Campaigning NGOs It is not uncommon for NGOs to make use of both activities. Many times, operational NGOs will use campaigning techniques if they continually face the same issues in the field that could be remedied through policy changes. At the same time, Campaigning NGOs, like human rights organizations often have programs that assist the individual victims they are trying to help through their advocacy work.

Non- Governmental Organizations and Civil Society, both are the key development sectors, which have played an important role in Pakistan for advocating civil rights for the social and economic development in the urban and rural communities of Pakistan. Few of the NGOs and civil societies are working for the areas of development, which includes community development, education, employment, ending corruption, empowering women, healthcare, good governance, etc., while others are working to support rights and freedom of the citizens of Pakistan such as security rights, legal rights, social rights, human rights, particularly women and children rights, tolerance, pluralism, promoting non-discrimination, injustice and religious freedom.

NGOs in Pakistan are involved in social development and have continually learned from the experiences of the world in the field of crises, disasters, and other events management. These NGOs are playing a vital role in managing, creating, and disseminating information, ideas, and solutions for rehabilitation and social development.

The history of Pakistani NGOs goes back to Partition in 1947, when British India was divided into the two sovereign states of India and Pakistan. During the first few years of Pakistan, many of these NGOs concentrated on rehabilitation and basic services such as health and education. The next upsurge in the formation of NGOs took place in the late 1970s. The number of NGOs had remained static for some 30 years, but has mushroomed in the 1980S and 1990s. During 1980s, many new NGOs emerged. In the early 1990s, there was another rapid increase in NGOs, when new organizations were formed. In the recent years, NGOs have become increasingly important players and delivering community-based programs. Today NGOs in Pakistan range from completely voluntary organizations with small budgets contributed by volunteers to those run by well-paid full-time professionals.

The ultimate objective of NGOs in Pakistan, regardless of their character, nature and eventual original purpose; is to make substantial contributions toward the creation of a better and more stable global community. Mostly NGOs work for Peace Education, Environmental Protection, Human Rights and Disarmaments and Arms Control. The fact is that sustainable development is a global issue. In Pakistan NGOs have contributed to sustainable development in many ways.

Some NGOs in Pakistan have placed an important role in creating awareness of issues such as human and legal rights, women in development, and over population. Others have provided badly needed services such as health care, water and sanitation, and employment opportunities to underdeveloped areas. NGOs have helped change national perceptions and policies concerning

sustainable development… Recent literature on NGOs has suggested that although NGOs and CBOs do not perform as effective as had been assumed in terms of poverty reduction, cost-effectiveness, sustainability, people participation, gender equity, and innovation, they can still provide these services more cost effectively than the Government. [31]

The NGOs play a pivotal role in the development of the nation by taking on the activities to help in improving the lives of people. The role played by NGOs in various fields of education cannot be minimized or denied.

According to Fayyaz Baqir (1998), a long tradition of community work in education has existed in the subcontinent. This traditional system tried to provide literacy to men and women in the villages and urban areas. The system of literacy, based on the concept of voluntary work and self help, was not then known as NGO work and was much larger in scale compared to present NGO initiatives."

There were eight different kinds of schools at the time of British colonial rule: Pathshala schools, Chatshala schools, Gurmukhi schools, Sanskrit schools, Arabic schools, Persian schools, Quran schools, and special schools for the merchant class. These school types were, no doubt, diverse both in terms of the management of the schools as well as the different local contexts in which they operated. However, three main components acted as cross-cutting themes of these traditional schooling models: i) the local community was responsible for selecting and providing the site for the school as well as for financial support of the teacher; ii) permanent arrangements for financial support of local teachers through a variety of means, including allotment of plots for the school.

Jumping ahead in time, during partition, the for-profit private sector was the largest in terms of the delivery of education in Pakistan. Between 1947 and 1972, two new trends emerged. From a previously marginal position, the government became an increasingly important actor in terms of primary and middle education. One source suggests that before 1972, the government owned 93 per cent of primary schools and 88 percent of middle schools. At the same time, the role of local bodies declined significantly during this period and the share of educational institutions managed by them became less than 10 percent in the case of primary and middle schools. The nationalization of educational institutions in 1972 further interrupted the role of the private sector. With the end of nationalization, however, the private sector resumed its function, so that by 1990, 5,000 educational institutions were being run by nongovernment enterprises and organizations to provide education from the primary to the university level in Pakistan (Baqir 1998:178).

This growth in the private sector reflects, in part, a wider paradigm shift within policymaking circles in Pakistan. Under the influence of recent decentralization in the country and the mounting recognition of the importance of civil society, there is a growing belief that the private sector is capable of providing social services that were traditionally associated with the government. That is, the government is becoming more receptive to the idea of sharing the responsibility of providing basic services to its citizens. Coupled with the fact that historically the government has been unable to fulfill the demand for education in Pakistan, there is now serious debate about how the government sector can provide an enabling environment for the growth of the private sector.

The pressure from international donors and funding agencies such as The World Bank to facilitate the private sector has also played a role in this paradigm shift. For example in its report on Pakistan entitled "Improving Basic Education" (1996), the World Bank expresses the following viewpoint:

PERCENTAGE BREAKDOWN OF DIFFERENT SECTORS IN 1947

	Primary	Middle	High
Government	4	3	9
Private Organizations	43	47	83
NGOs	53	50	8

NGOs are seen to be locally rooted and environmentally sensitive, flexible low-cost and honest and thus proper instruments to reach the people (Sethi, 1993) and to be better able to promote the popular participation needed for sustainability of benefits (Fowler, 1991). In Pakistan an NGO has a critical role to play both as a pressure group and as an awareness raising organ so that the government attributes priority to education (Aftab,1992). NGOs involved in literacy promotion activities are performing their task, yet these have to face many problems and hardships to run the projects smoothly. Most of the NGOs have to depend upon donors, government agencies and have to follow their rules and regulation. Allocation of funds to deserving NGOs is largely at the discretion of the social welfare officers. NGOs have to depend upon the potential of their workers, interest and cooperation of community. If there is no proper co-operation, organizations fail in their goals.

The NGOs can do a lot for the spread of literacy, an effective system of evaluation and monitoring of literacy and post literacy programmes; increasing participation of NGOs in government sponsored programmes; and to launch motivational campaigns by NGOs at community level are needed (Aftab, 1992). There is a need for institutional frameworks for linking NGOs and governmental organizations (GOs) in collaborative activity (Farrington and Lewis, 1993). Government, NGOs and community must work in partnership to bring about change and progress in the basic education sector; some models have the potential for adoption by other provinces and areas, which should be documented and disseminated. Literacy programmes should particularly focus on rural areas and females (Govt. of Pakistan, 1995). A list of all NGOs working in remote rural areas, which have not been able to register, should be made. Assistance on a priority basis should be provided to such NGOs (UNDP, 1996). To involve more and more NGOs for basic education work, it is proposed that awards, incentives, medals, certificates be given to prominent NGOs at National Provincial and local level (Qasirani and Khawaja, 1989). Several recommendations emerged to improve the quality of basic education in Pakistan by Society for Advancement of society.

These include timely and adequate provision of educational materials; regular teacher training courses and workshops; and giving children proper and official certification of having completed the literacy requirements to be countersigned eligible to enter the formal system.

2. Purpose of the study

The general purpose of the research is find out the back ground and objectives of NGOs, role of NGOs in imparting primary education and the importance of these organizations in providing education. Specifically this study would evaluate how much NGO succeeded in achieving the goal in imparting primary education and in increasing the literacy rate, the impact of NGOs in eliminating poverty from civil society, the relation of NGO with Government in imparting primary education and the role of NGOs in policy making related to Primary education.

3. Hypothesis

There will be no significant difference between the role of all the NGOs in achieving the aims and goals of primary education.

4. Research Method

The strategy of the study is survey research. The data for the study is gathered through questionnaires and interviews. The focus was also on collecting information through efficient and reliable resources. It is one of the best kinds of research through which data can be collected by filling out questionnaires. Detail information can easily be gathered for the analysis purpose.

Survey research is one of the most important areas of measurement in applied social research. Survey research a research method involving the use of questionnaires and/or statistical surveys to gather data about people and their thoughts and behaviours. This method was pioneered in the 1930s and 1940s by sociologist Paul Lazarsfeld. The initial use of the method was to examine the effects of the radio on political opinion formation of the United States. One of its early successes was the development of the theory of two-step flow of communication. The method was foundational for the inception of the Quantitative research tradition in sociology.

Sample of the study will be adopted randomly from the population. The total size of the sample will be 300. 250 social workers from twenty five NGO'S filled questionnaire and were interviewed out of all the active NGO's, working in Karachi. 50 government employees of grade 18-21 filled the questionnaire and were interviewed from Ministry of Social Welfare, Government of Sindh.

SAMPLING DESIGN BY LOCATION

(A) GOVERNMENT

S. No	Names of Departments of Government of Sindh	No. of Respondents
1	The Ministry of Social Welfare	50

(B) NGOS

S. No.	Names of NGOs	No. of Respondent
1	Society for the Protection of Rights of the Child	10
2	Roshan Pakistan	10
3	EDHI Foundation	10
4	Baanh Beli (Education, health and Economic Welfare)	10
5	Madadgaar	10
6	Behbud Association	10
7	Bunyad Literacy Community Council	10
8	Caritas (Education, Vocational Training)	10
11	Health Education and Literacy Trust (Education and Health)	10
12	Khwendo Kor - Women and Children Development Program	10
13	Zindagi Trust	10
14	Orangi Charitable Trust	10
15	Pakistan Women Lawyers Association	10
16	Rozan	10
17	War Against Rape	10
18	Aurat Publication and Information Service Foundation	10
19	Shirkat Gah- Women's Resource Centre	10
20	Human Rights Commission of Pakistan	10
21	Citizen's Commission for Human Development	10
22	Al-Khidmat Welfare Society	10
23	Cooperation for Advancement Rehabilitation and Education.	10
23	HOPE	10
24	Adult Basic Education Society Education	10

The data is collected carefully through designed researches instrument e.g questionnaires and interviews schedule. Adopting special specific Procedures may insure the reliability. The items in the questionnaires are based on the views of the literature Experts, opinions and personal judgment of the researcher. Structures of interviews from the respondents will be conducted for more reliable data.

Two research instruments are used:

A questionnaire of 13 items each for NGO's, Government Employees of Ministry of Social Welfare, and Government of Sindh. Interview with 12 items were prepared for NGOs and Government Employees of Ministry of Social Welfare, Government of Sindh.

4.1 HYPOTHESIS TESTING

There will be no significant difference between the role of all the NGOs in achieving the aims and goals of primary education.

TABLE NO 1

Table No.1 Shows the Distribution of the Percentage and Frequency by Sex

S. No	Responses by Sex	Frequency	%age
1	Male	197	72.96
2	Female	73	27.03
	Total	270	100

TABLE NO 2

Table No.2 Shows the Distribution of the Percentage and Frequency by Age

S. No	Responses by Age	Frequency	%age
1	Under 18Years	3	1.11
2	25-18Years	43	15.92
3	33-26Years	116	42.96
4	41-34Years	59	21.85
5	42 and above years	49	18.14
	Total	270	100

TABLE NO 3

Table No.3 Shows the Distribution of the Percentage and Frequency by Marital Status

S. No	Responses by Marital Status	Frequency	%age
1	Single	124	45.92
2	Married	146	54.07
3	Divorce	0	0
	Total	270	100

TABLE NO 4

Table No.4 Shows the Distribution of the Percentage & Frequency by Academic Qualification

S. No	Responses by Academic Qualification	Frequency	%age
1	Intermediate	26	9.62
2	Bachelors	93	34.44
3	Masters	131	48.51
4	Other	20	7.40
	Total	270	100

TABLE NO 5

Table No.5 Shows the Distribution of the Percentage & Frequency by Professional Qualification

S. No	Responses by Professional Qualification	Frequency	%age
1	Certifications	20	7.40
2	Diplomas	28	10.37
3	Specialized course	28	10.37
4	None	194	71.85
	Total	270	100

TABLE NO 6

Table No.6 Shows the Distribution of the Percentage and Frequency by Years of Experience

S. No	Responses by Years of Experience	Frequency	%age
1	1-5 years	127	47.03
2	6-10 years	76	28.14
3	11-15 years	27	10
4	16-20 Years	31	11.48
5	21-above Years	9	3.33
	Total	270	100

The following questions were asked from the responders.

Q1. What do you think about the literacy rate of Pakistan?

TABLE NO 7

Table No.7 Shows the Percentage and Frequency Distribution of Q.No.1

S. No	Responses of Q.No.1	Frequency	%age
1	(a) 1-10%	10	3.70
2	(b) 11-20%	45	16.66
3	(c) 21-30%	73	27.03
4	(d) 31-40%	100	37.03
5	(e) 41-50%	31	11.48
6	(f) Above 50%	11	4.07
	Total	270	100

Q2. Do you think children are aware of their right to education?

TABLE NO 8

Table No.8 Shows the Percentage and Frequency Distribution of Q.No.2

S. No	Responses of Q.No.2	Frequency	%age
1	(a)Yes	31	11.48
2	(b)No	191	70.74
3	(c)Sometimes	48	17.77
	Total	270	100

Q3. Do you think children deserve Primary education?

TABLE NO 9

Table No.9 Shows the Percentage and Frequency Distribution of Q.No.3

S. No	Responses of Q.No.3	Frequency	%age
1	(a)Yes	229	84.81
2	(b)No	17	6.29
3	(c)Sometimes	24	8.88
	Total	270	100

Q4. In your opinion, how many NGO's in Pakistan are working for promoting Primary Education?

TABLE NO 10

Table No.10 Shows the Percentage and Frequency Distribution of Q.No.4

S. No	Responses of Q.No.4	Frequency	%age
1	1-5	25	9.25
2	6-10	45	16.66
3	11-15	92	34.07
4	None	108	40
	Total	270	100

Q5. Name some of the NGOs working to promote primary education in Pakistan?

TABLE NO 11

Table No.11 Shows the List of NGOs for Q.No.5

S. No	List of NGOs
1	National Commission for Human Development (NCHD)
2	Child Rights Steering Committee (CRSC)
3	Sindh Education Foundation (SEF)
4	National Education Foundation (NEF)
5	USAID
6	United Nation International Childremn Emergency Fund (UNICEF)
7	Volunteer Women's Organization (VWO)
8	Zindagi Trust
9	Aga Khan Education Services Pakistan(AKESP)
10	The Citizen Foundation (TCF)
11	Bhatai Trust
12	Roshni
13	Sunshine Welfare Organization (SWO)
14	Shajar Dost Welfare Foundation (SDF)
15	Memon Education Society
16	Education Department
17	RAASTI
18	Society For The Protection Of The Rights Of The Child (SPARC)
19	Pakistan Poverty Alleviation Fund (PPAF)
20	Covil Works Organization (CWO)
21	Aurat Foundation
22	Ansar Burney Trust
23	Al Khidmat
24	Darul-Uloom
25	Narain Pura Welfare Trust
26	Al Mehran Centre
27	Baloch Welfare Trust
28	Rend Education Society
29	Health and Nutrition Development Society (HANDS)
30	Children Health and Education Foundation
31	Human Rights Commission of Pakistan (HRCP)
32	Infaq

33	Health Oriented Preventive Education (HOPE)
34	Sahara Foundation
35	Al-Abbass Education Society
36	Edhi Trust
37	Aga Khan Foundation
38	Action Aid
39	Al-Rashid Trust
40	Rangoonwala Trust
41	Citizen's Education Development Foundation Pakistan (CEDF)

Q6. Name some departments of Government, working to promote primary education in Pakistan?

TABLE NO 12

Table No.12 Shows the List of Departments of Government for Q.No.6

S. No.	List of NGOs
1	Social Welfare Department, Government of Sindh
2	Provincial Education Department, CDGK
3	Literacy Department, Government of Sindh
4	Education Department, Government of Sindh
5	Sindh Education Foundation
6	Federal Education Department

Q7. Are NGOs closely working with Government in promoting primary education?

TABLE NO 13

Table No.13 Shows the Percentage and Frequency Distribution of Q.No.7

S. No	Responses of Q.No.7	Frequency	%age
1	(a)Yes	39	14.44
2	(b)No	149	55.18
3	(c)Don't Know	82	30.37
	Total	270	100

Q8. Do you think that the NGOs/ government are utilizing funds for promoting primary education efficiently?

TABLE NO 14

Table No.14 Shows the Percentage and Frequency Distribution of Q.No.8

S. No	Responses of Q.No.8	Frequency	%age
1	(a)Yes	58	21.48
2	(b)No	123	45.55
3	(c)No Idea	89	32.96
	Total	270	100

Q9. Do you think primary education in Pakistan have been implemented by Government to its fullest capacity?

TABLE NO 15

Table No.15 Shows the Percentage and Frequency Distribution of Q.No.9

S. No	Responses of Q.No.9	Frequency	%age
1	(a) Yes	21	7.77
2	(b) No	94	34.81
3	(c) Sometimes	155	57.40
	Total	270	100

Q10. Do you think primary education in Pakistan have been implemented by NGO's to its fullest capacity?

TABLE NO 16

Table No.16 Shows the Percentage and Frequency Distribution of Q.No.10

S. No	Responses of Q.No.10	Frequency	%age
1	(a) Yes	98	36.29
2	(b) No	40	14.81
3	(c) Sometimes	132	48.88
	Total	270	100

Q11. Rate the performance of NGO in promoting primary education

TABLE NO 17

Table No.17 Shows the Percentage and Frequency Distribution of Q.No.11

S. No	Responses of Q.No.11	Frequency	%age
1	(a)Satisfactory	101	37.40
2	(b)Good	109	40.37
3	(c)Best	21	7.77
4	(d)No Comments	39	14.44
	Total	270	100

Q12. Rate the performance of government in promoting primary education

TABLE NO 18

Table No.18 Shows the Percentage and Frequency Distribution of Q.No.12

S. No	Responses of Q.No.12	Frequency	%age
1	(a) Satisfactory	162	60
2	(b) Good	9	3.33
3	(c) Best	0	0
4	(d) No Comments	99	36.66
	Total	270	100

Q13. Which area of education do you think should be the most focused one?

TABLE NO 19

Table No.19 Shows the Percentage and Frequency Distribution of Q.No.13

S. No	Responses of Q.No.13	Frequency	%age
1	(a) Primary	206	76.29
2	(b) Secondary	40	14.81
3	(c) Higher Secondary	24	8.88

Total	270	100

5. Conclusion

By the demographic results following conclusions are drawn.

1. Majority of the respondents are male by sex with the frequency of 197 and percentage of 72.96, while 27.03% of respondents are female with the frequency of 73.

2. Majority of the respondents are between the age of 26-33 years with the frequency of 116 and percentage of 42.96 by Age.

3. Majority of the respondents are Married with the frequency of 146 and percentage of 54.07 by Marital Status.

4. Majority of the respondents have Masters Degree either in Sociology or Social Work with the frequency of 131 and percentage of 48.51 by Academic Qualification.

5. Most of the respondents have no professional qualification with the frequency of 194 and percentage of 71.85, while 10.37% have done either diploma or specialize courses, with the frequency of 28.

6. Majority of the respondents have 1-5 years of experience, with the frequency of 127 and percentage of 47.03.F

From the item wise questionnaires following results are made.

1. Majority of the Respondents selected option d with the frequency of 100 and percentage of 37.03 for Q.No.1, while 27.03% of the respondents selected option c with the frequency of 73.

2. Majority of the Respondents selected option (b) with the frequency of 191 and percentage of 70.74 for Q.No.2, while 17.77% of the respondents selected option c with the frequency of 48.

3. Majority of the Respondents selected option (a) with the frequency of 229 and percentage of 84.81 for Q.No.3, while 8.88% of the respondents selected option (c) with the frequency of 24.

4. Majority of the Respondents selected option d with the frequency of 108 & percentage of 40 for Q.No.4, while 34.07% of the respondents selected option c with the frequency of 92.

5. Majority of the respondents wrote Aga Khan Foundation as their response

6. Majority of the Respondents wrote Education Department, Government of Sindh as their response.

7. Majority of the Respondents selected option (b) with the frequency of 149 & percentage of 55.18 for Q.No.7, while 30.37% of the respondents selected option (c) with the frequency of 82.

8. Majority of the Respondents selected option (b) with the frequency of 123 and percentage of 45.55 for Q.No.8 while 32.96% selected option (c) with the frequency of 89.

9. Majority of the Respondents selected option c with the frequency of 155 and percentage of 57.40 for Q.No.9, while 34.81% of the respondents selected option b with the frequency of 94.

10. Majority of the Respondents selected option c with the frequency of 132 and percentage of 48.88, while 36.29% selected option with the frequency of 98 for Q.No.10.

11. Majority of the Respondents selected option b with the frequency of 109 and percentage of 40.37, while 37.40% of the respondents selected option (a) with the frequency of 101 for Q.No.11.
12. Majority of the selected option (a) with the frequency of 162 and percentage of 60, while 36.66% of the respondents selected option d with the frequency of 99 for Q.No.12.
13. Majority of the selected option (a) with the frequency of 206 and percentage of 76.29, while 14.81% of the respondents selected option (b) with the frequency of 40 for Q.No.13.

6. Recommendations

The following recommendations are made on the basis of this study.

1. There is need to develop awareness in the children regarding their rights to education.
2. Government has to implement compulsory primary education for all children.
3. A lot of NGOs play their role in the development of primary education but it has to develop more.
4. There is need to develop a strong relationship between Government Organization and NGOs.
5. Proper monitoring is required for utilizing funds in primary education of children.
6. There is need to fully implement primary education from both by the Government as well as NGOs.
7. Government organization and NGOs performance is good but need to improvement.

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