

Critical analysis of the role of foreign AID agencies in the improvement of education and living style of the rural society of Sindh

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Abstract: The purpose of the study is to find out the roles of NGO in the improvement of education in Sindh, to explore what extent the NGOs have achieved their targets in the cause of promoting education and lifestyle in Sindh, to investigate the role of NGOs in the comparison of government organizations, to find out the reasons for the NGOs to be involved and invest for the improvement of education and living style of Sindh and to find out the management areas of NGOs. Nine hypotheses are formulated. The study is based on both qualitative and quantitative paradigms. A survey is conducted from participants affiliated with center of adult youth literacy programs. This study focuses on critical analysis the Role of Foreign Aid Agencies with reference educational achievements and its impact of living style to society. Efforts are made to investigate that to what extent NGO's programs are successful in the educational achievements. Recommendations for future improvements are also mentioned. Their main focus and global agenda is the improvement of education and living style. Due to this they get aid from local or external resources because their canvas is larger and stakeholders have increased with the common international objectives. The major support in terms of finance is being spent to meet the operational cost that reflects the process of institutionalizations of these organizations. The dependency on external resource leads towards the professional interference that means organizations setup reshape as per the required criteria of the donors and the common or basic community becomes passive and lose the ownership of the organization programs.

Key words: *Critical analysis; Role; Foreign; Aids; Agency; Living style; Rural society; Education*

1. Introduction

Education has differed in various historical periods. In ancient society, education imposed the status quo and became the stronghold of tradition. While early education is traditional, modern education tends to be progressive and looks to the future (Wu, 2016). This is the obvious fact that overall the world the development of nations is equal to their literacy rate and it's all depends for their national education policies which reflect all levels of education (Birchler & Michaelowa, 2016). Primary education mainly focused for that purpose because without primary education there is no mean of literacy of nation. It is the first step of literate society, so the education occupies the opportunity for understanding of the world around to cope with the environment in an effective manner. Education not plays only an important role in the social development it's also helps to save our norms, and values of society (Lee et al., 2016). So this context education more essential particularly for girls, unfortunately due to gender bias and our society negative behavior it is a mandatory assignment to train the coming generations (Godsil, Tropp, Goff, & MacFarlane, 2016).

Education, especially primary education, is to be called the base of our entire structure of our future social, cultural and economic development. The Holy Quran and Sunnah clearly state the importance of literate society and forced that issue (Tan). The great Holy Book Quran says, –Are those equal, those who know and those who do not know? The Quran on another site says –Read in the name of your lord and cherisher who created-man, out of a (mere) clot of congealed blood, read and your Lord is most bountiful (Choudhury, 2016). He who taught (the use of) the pen|| The saying of the Holy Prophet enjoin upon all Muslims, both men and women, to seek knowledge as a matter of duty, and continue lifelong education, –from cradle to grave|| (Hardt, 2016). Education is a severe problem of our country and it is included one of the countries who have lowest literacy rate overall the world (McCoy et al., 2016). The performance in education sector is not good but now the situation has been change to promote the education, many progresses made to enhance the literacy rate of Pakistan (Farooq & Kai, 2016).

Non-profit, voluntary citizens' are highly diverse people with different task oriented work together for a common purpose or interest, so in this concern Government act as a promoter and monitor policies (Ibsen, Nichols, & Elmoose-Osterlund, 2016). Despite this they encourage political involvement. NGOs involved in community bases from grassroots level to contribute some common issues such as health,

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education ,human rights etc. while some NGOs give their expertise analysis to serve a smooth mechanisms and provide monitoring according to international agreements. The efforts of the NGOs for the uplift of educational standard is remarkable, at many crucial times when the government failed to provide necessary facilities for education, due to so called insufficient resources, private sector and non-governmental organizations, obtained these responsibilities and through their services, resources and commitment tried to fill the gap (Perry-Kessaris, 2016).

At the same time there is growing awareness that despite the global nature of the problems due to specific cultural differences the impact of the work would be different in different societies (Thompson, 2016). Hence to avoid the risk of being driven by the donor organizations agenda many NGOs may be crystal clear of their mission, goals and objectives and do not deviate from their core values (Mutua, 2016). Many organizations in the third world countries are diversifying donor resources and adopting multi-donors approach to minimize the risk. They are also devising their own resource strategies to bring sustainability in their interventions (ALI, 2016).

Although, there are some excellent planning at highest level, but the actual implementations have been far from satisfactory, because no government can provide all the educational facilities to its 100 percent population anywhere in the world. On the other hand, private sector has always played a significant role along with government in providing the educational facilities to an enormous number of pupils (Bazaz, 2016). In the past, the private sector has been very active in the welfare facilities like health and education to a large number of population and their remarkable contributions have been extending (Levitt, Viterna, Mueller, & Lloyd, 2016).

2. Literature review

In its general sense education can be said a form of learning to transfer knowledge, skills, and habits of a group of people from one generation as a result of research and teaching. Education encompasses all areas of human life including cognitive (intellectual), physical, emotional and social domains (Auerbach, 2016). To bring positive changes for community and society the formal education system should be ensure quality education (Sachs, 2016).

If environmental conditions or basic infrastructure of schools in Sindh is talked about, it can be said that it depicts worse situation (Memon, Umrani, & Memon, 2016). As per finding of a survey done to evaluate about the environmental conditions and physical facilities provided by government schools, a large number of such schools have no buildings at all. Many of them are run under the trees (Thane, 2016). There are avenging 119 children in every schools .strikingly there are more girls in schools than boys. This clearly shows that there is a need for more girl schools as there are no proper schools for girls (McGrail, 2016). Then there is also the issue of ghost schools and minister schools. Schools opened on ministries recommendations are called minister schools (Singh, Marsani, Jaganathan, & Abdullah, 2016).

The number of students enrolled in primary schools have grown significantly over the last 3 decades, but they still need to reach the 100 % differences in enrollments in terms of gender, i.e. more boys are enrolled in primary schools than girls (Katrňák, Simonová, & Fónadová, 2016).Table 1 highlights the comparative percentage of emoluments in primary level from 1975 to 2001.the table reflects that although is a significant rise in primary school enrolment of boys and girls both but even then the ratio of boy superior from girls ratio in primary enrolment Enrolled.

Table 1: Primary Level Enrolment Rates during last thirty years

Years	Pakistan			Sindh		
	Male%	Female%	Total%	Male%	Female%	Total%
1975	56.6	27.8	42.8	52.2	23.2	38.3
1980	56.6	28.5	42.8	58.2	25.5	42.3
1985	63.7	32.9	48.9	63.6	28.7	46.5
1990	73.7	40.0	57.5	67.7	20.8	42.9
1995	82.9	55.6	69.8	87.2	49.4	69.0
2001	83.9	63.5	74.2	73.4	50.0	62.2

Source: Social Development in Pakistan: Annual Review 2002-03, The State of Education, SPDC, Karachi, p. 212

2.1. Funding and delivery gaps in schooling and role of private sector

The main reason behind government agreement of the private sector in educational domain is the shortfall of funding in public schools. There are many reasons for the gaps in funding (Farooq, 2016). In such circumstances, the NGOs come forward to help the government and provide funding in education sector to bridge the gap between families and educational opportunities for their children (Ajmera & Fields, 2016).

2.2. Foreign aid and donor agencies

The phrase Foreign aids means assistance provided by another country or organization belonging to some other international forum or nation. These could be economical, technical educational, medical, and etc. (Salmi & Tavares, 2016). Multi-lateral and bilateral donor support is also becoming available to support

Government of Pakistan’s Education Sector Reforms either through direct financing; technical assistance or debt swaps for education (CHANGE, 2016). Assistance is currently being provided by the

Asian Development Bank, The World Bank, Islamic Development Bank, UNESCO, UNICEF, USAID, Aus. AIS, CISA, EU, GTZ, JICAA, and Royal Norwegian Embassy (Estes & Tiliouine, 2016). International NGOs as Save the Children, Action Ais and Oxfam are also active in the education sector. The biggest challenge Pakistan faces is donor dependency (Ascher, Brewer, Cheema, & Heffron, 2016). The argument is on whether dependency on donors' particularly foreign donors may cause conflict of national interest or their condition might differ from our national interest and believes (Brown, Grävingsholt, & Raddatz, 2016). It is well said, NGOs cannot change the situation unless they utilize the resources properly. Beneficent has spirit and good wishes; when the donors give money, they do not have the spirit that a philanthropist has, so it is important for them to know how their money will be best utilize.

The study has great importance for students and parents as it directly influences their lives. The level of education increases by understanding that it is the very basic element required to change life styles. The more The Ngo's provide rehabilitation in education area the more level of awareness of education increases in the rural areas and in return the life style of people gets better (Robinson & Winthrop, 2016). Similarly for parents to research has its own importance as it allows them to think about the existing situation and what sort of efforts are needed to make such situation better. As it observed that lot of NGOs can execute the progress agenda of government more inexpensively and resourcefully at the grass root level (Venot, 2016).

The following study carries many benefits for professionals who are related to any educational or related institutes and NGO'S (Price, Butler, de Vries, & Abdullah, 2016). The study provides an insight to professionals that how they can operate a funded program for the betterment of community living in rural areas by the help of this study the professionals can also find out their loop holes to cover in their own program and put essentials according to the needs of the people of those particular areas (Rhodes, 2016).

3. Problem statement

Education is a key for the improvement of social and economic situations of nations. So the case is with Pakistan. Foreign aid agencies and non-government organizations are working in various countries for the improvement of socio economic condition of people. USAID and few other agencies are working for the improvement in the literacy rate of Sindh, Pakistan. To find out the extent and contribution of these agencies in education in Sindh a study needed to be conducted.

The present study is to analyze the situation of education especially in rural areas of Sindh, find out the reasons and evaluate the progress and work phenomenon of a variety of projects run by

government and non-government organizations. Two NGO's Sindh Graduate

Association (SGA) & Indus Resource Centre (IRC) are selected to do the analysis and find out literacy rate & their impact in the province of Sindh.

3.1. The purpose of the study

1. To find out the roles of NGO in the improvement of education in Sindh.
2. To explore what extent the NGOs have achieved their targets in the cause of promoting education and lifestyle in Sindh.
3. To investigate the role of NGOs in the comparison of government organizations.
4. To find out the reasons for the NGOs to be involved and invest for the improvement of education and living style of Sindh.
5. To find out the management areas of NGOs.

3.2. Hypothesis

This research hypothesis is as under:

1. The NGOs roles have been significant in the improvement of education in Sindh.
2. NGOs role is highly effective in changing the living style of people of Sindh.
3. Foreign Aid Agencies have special role in changing the living style of people of Sindh through education.
4. NGOs management areas are varied and have a broad spectrum.
5. There are major influences of these NGOs on their beneficiaries.
6. NGOs are mostly funded and run by corporate organization or philanthropist.
7. The management of NGOs has a more effective and transparent system as compared to government system.
8. The NGOs rate of success in education sector is significantly higher.
9. The role of Foreign Aid Agencies in the field of education is more significant in rural areas of Sindh.

4. Methodology

The study is based on both qualitative and quantitative paradigms. A survey is conducted from participants affiliated with center of adult youth literacy programs. These surveys are supported by the selected NGOs namely Sindh graduate association and Indus resource Centre. The survey is conducted through different rural areas of Sindh. Some is the case to conduct interviews from the participants filling the questionnaire. The interviews provide the qualitative data for the research as Table 2.

All questionnaires are initially prepared in English but later they are also translated in Urdu & Sindhi languages as per the diversity in participants'

lingual skills. For Management the questionnaire for the management of NGOs is contained 28 items. For teachers a tailor made questionnaire is prepared,

contained 30 items to get measured. For students a questionnaire is prepared to measure the student's perception, contained 43 questions and activities.

Table 2: Qualitative data for the research

S. no	Name of District with UC	Male	Female
DISTRICT HYDERBAD TALUKA LATIFABAD			
1.	UC NO 1	10	05
2.	UC NO 16	20	18
3.	UC NO 17	19	17
DISTRICT HYDERBAD TALUKA TANDO ALLAHYAR			
4.	UC BEGUN JAWAR	05	18
5.	UC SANJAN CHANG	14	31
6.	UC CHAMBER-II	02	10
DISTRICT HYDERBAD TALUKA HALA			
7.	UC HALA II	13	06
8.	UC ZAIR PEER	05	28
9.	UCKARAMKHAN	06	18
	NIZAMANI		
DISTRICT HYDERBAD TALUKA SUJWAAL			
10.	US ALI BAHR	15	10
11.	UC KEENJHAR	20	15
12.	UC SUJWAAL	07	04
IRC (NGO Y)			
S. No	Name of Districts with UC	Male	Female
1.	UC MARDAN	18	14
2.	UC SABAR RIND	17	06
3.	UC HINDYARI	19	06
4.	UC THARI MIRWAH	04	20
5.	UC MOSSAN SHAH	53	19
6.	UC MACHAR VESSAR	06	20
	TOTAL	117	85

5. Results and discussions

In this research two types of analytical techniques are used.

- First the qualitative analysis of the interviews protocols is made and the results are described in the narrative form. Data has been analyzed on SPSS 17 version.
- The second type of technique used for the analysis of questionnaire is quantitative which involved both descriptive and inferential statistical procedures. Tables with percentages are used for description of data for major hypotheses, while pie charts are also derived for item analysis. In testing the hypothesis involving groups T test is used.

The gathered data is analyzed through following three techniques which including:

1. All the samples are interviewed qualitatively, and then the gathered information is arranged and then described in meaningfully narrative form.
2. Obtained data are first converted into tabular form to make it understandable and then results are obtained by calculating percentage of result, for graphical representation and analytical description of results pie charts are used.
3. Third measure used for the analysis, is to take data provided by the NGO s government websites regarding status education and other relevant measures in implicit areas of Sindh. This is done to get transparent and objective pictures of the NGO are, selected by the researcher, it is also in accordance with the data collection and analysis

techniques suggested and got approved at the synopsis stage of the study.

The Researcher analyzed the "Youth and Adult Literacy Program" of US Agency for International Development (USAID) for the year 2005 at the region of Sindh Pakistan is operated by different NGOs. The main purpose of this program is to educate the overall population from the age 10 to 45 years.

6. Research findings

Following are the research findings obtained parents responses about improvement in their living standard and life style as a result of education provided to them by the SGA and IRC through the Youth and Adult Literacy Program

6.1. Life style

There is no significant difference in the opinion of NGO SGA and IRC students about the improvement in living standards and styles due to education (Poll). There is no significant difference in the opinion of male and female with students regarding area of facilities. Most of the problems are same.

There is no significant difference in the opinion of male and female students expecting improvement in living standards and styles as a result of literacy and education.

There is no significant difference in the opinion of male and female students about the facilities available in the locality.

6.2. Management and teachers responses

The result showed that both NGOs provided syllabus without any cost to students. It means the give opportunities for learning and played a vital role to improve literacy.

The result showed both free organizations provided learning materials to their students this shows that both organizations are using their funds properly to provide learning materials. Because students are unable to do the expenses on learning material due to poor financial conditions and poverty, the provided material by NGOs is acting as an incentive to them.

The teaching staff working with both NGOs is well-behaved in general. Secondly most of the staff is regular and punctual.

The school runs by SGA and IRC had electricity and other required facilities in all their schools.

The findings indicated that both of the NGOs are quite successful in creating awareness about literacy in people of rural Sindh through their educational program

People understudy reported improvement in lifestyles as literacy gave them a sense of achievement and betterment than those who are not engaged in any such literacy program.

The research findings also suggested that schools working under NGOs are working more efficiently towards increasing literacy rate than schools working in public center.

The findings also indicated that NGOs under study are not providing any medical expenses or transport facilities or any other Monterey benefits to their teaching staff.

The research findings also indicated that although the NGOs are providing facilities to students and are facilitating parents to improve literacy rate in rural Sindh the salary package for teaching staff is not considered sufficient it is noted during interviews that intrinsic motivation is working in teachers who are making sincere efforts to improve literacy among youth of rural Sindh monetary or fringe benefits are not as captivating for them.

Another opinion appeared during interviews with teaching staff that when they are reminded about financial support provided by USAIS, they felt some foreign agenda is imposing on them such feelings also caused some resistance from local people and it obviously affected the efforts to improve literacy rate.

It is also observed in interviews that even if the teachers are not very satisfied with their salary packages, but they are willing to work under saying, something is better than nothing.

6.3. Student's responses

As far as the students responses is concerned, it is noted that majority of them is attending the school regularly .their families are supporting and

encouraging them to carry on their studies without delay or gap.

The findings indicated that books are provided to learner with charging some cost if they could afford it, otherwise the NGOs are providing stationary etc. for free. The students are in general, satisfied with the facilities provided in their schools. Majority of students are satisfied with the behavior and attitudes of teachers toward them and their families despite poor economic condition of student's .they showed respect to the efforts the teachers and managements of their schools made to improve education as it is bringing positive change in their life style too.

The students are found satisfied with their teachers in terms of regulating and punctuality in schools. The teachers efforts to make them enable to read and write properly are remarkable to them. The students are keen to get education as they had set their goals to improve their living standards after getting proper education. Majority of the students are studied in the schools run by SGA and IRC are of low socioeconomic status .some of them had electricity in their homes but no other home appliances, common in cities, like fridge, dishing machine, etc. although some had TVs in their homes.

Findings also suggested that there is a shortage of well-built roads, and some small industries are working in generally well-structured, usually made of unbaked bricks .in such living conditions where no basic facilities like clean drinking water or sanitation facilities are available, getting education at their door -step indeed a blessing for them. It not only fascinated them but also helped them in setting their goals to improve their living standard and ultimately the lifestyle.

6.4. Parental responses

The research findings indicating that majority of the parents is regarded at their children are getting education schools run by SGA and IRC as either no other educational facility in public sector is available there. Or if there is a government school, either teacher is not available or due to some reasons teaching is not carried in such schools.

Parents are agreed that school is responsible for providing books and stationary to them otherwise they are not able to purchase it for their kiss because of poverty. Parents also indicated that they are called by the school administration to visit the schools. They are also encouraged to join different literacy programs and other developmental programs run by the NGOs or other ones supported by USAIS.

It is mentioned by parents that both literacy and youth development programs run by the NGOs are not only creating awareness about importance of getting education, but they are also the reason of improvement, cause gradual standard and life style. People felt more confident when they are able to read newspaper or write their names and few sentences. It is also mentioned by parents during interviews that despite limited facilities available in

the area, schools run by SGA and IRC are trying very hard to provide quality education at their door step.

7. Conclusion

It is concluded that the literacy rate has increased as the people are enabled to read and write through Youth Adult Literacy Program in rural areas of Sindh. The people are in general satisfied from the literacy program. Majority of the people are thankful and they had a soft corner for the USAIS and the NGOs working for them. However, some people have expressed their views against it. The program run by SGA and IRC are improving and enhancing life style and living standard of people. Moreover, they are not as strictly against US policies and USA as they are earlier.

More and more youngsters and teachers are not only getting attracted by educational program but they are also eager to improve their living standard that is a strong factor to increase motivation and eagerness to be educated. Improvement and change in life style is more prominent in young generation, i.e. below age 25. However, the adults are resistant to bring change in their life styles. Though, they are keen to improving their living standard. It is also noted that males are getting more benefits than female learners. The culture of Sindh also played a key role in this regard. Early childhood marriages are common phenomenon in these areas.

The girls are forced to leave their education over matrimonial affairs, so they left education and got married.

Poverty is one of the greatest problems of rural population of Sindh. Large proportion of people does not even have the basic necessities of life, food and clean drinking water. Education for them is a mere luxury as many people said. There is a very strong need to make drastic changes to improve the situation. When it becomes a matter of survival, education comes below on the hierarchy of priorities. Until and unless the people of rural Sindh will have the basic necessities like proper food, clean drinking water, basic health facilities, no effort to improve literacy will be successful.

The study indicated that majority of teachers expressed positive opinion about salary and the amount of timely pay to them but it is also conveyed that they are doing it because of high rate of unemployment. They had very limited opportunities for work and to earn.

The NGOs working in Sindh do not pay any fringe benefits to their employees (teachers, non-teaching staff etc.) other than their salary. If they provide health facilities, it will definitely have a positive impact on literacy. The organizations can make it conditional with education (like medical facility for teachers and students).

With the help of donor agencies, programs like hostel facility can be made possible for the children and staff living very far from schools and face so many problems for transportation due to long distance. These hostels can be the houses located

near schools and taken on monthly rent basis. This will also help in improving economic condition of that area. It will not only be helpful in solving travelling problems but also give a sense of boost in living style.

It is also pointed out in the study that the literacy programs like is started but NGOs, run for some time and then abruptly they disappear. This leaves the local people engaged with the program in great stress, confusion and financial problems. People who are involved initially become dishearten and gradually forget what they are taught. So they reach again at zero there is a strong need for continuity of such programs.

With the help of US Aid our government should build proper School buildings and arrange students of area for study, as it give long term education instead of short term schools, in this research it has been found that USAIS spend millions of rupees on it only for six month course work. With the help of proper Board of Governor or Board of Director who look after schools as to provide quality education at least 10 years management must be keep in hand of US AIS after that this management may be handed over to local members of communities which should be also member of Board of Governor or Board of Director.

These agencies and government need to focus on long term educational process which can compete with reputable institutes of Karachi. As we have seen around 1800 to 1850 schools like, Bai Virbaiji Soparivala Parsi High School Karachi, Mama Parsi Girls Secondary School Karachi, St. Patrick's High School Saddar Karachi, St. Michael's Convent School Karachi and many other reputable schools running in Karachi with high ratings because they are more than schools, they are working as a community base without any political influence. Their targets are to build more leaders instead of earning money.

Government of Sindh or NGOs or USAIS should be focused on schools chain with uniform facilities and same brand names across Sindh. Hiring process of teachers must be on merit without any political influence. Management staff of schools must belongs to same areas because they know better about their needs and education.

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