

Provision of Material Resources to Students by Global Relief Trust: A Gateway for Successful Implementation of Education in Pakistan

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Abstract

This study reveals that the education system of Pakistan is in desperate state and there is an ultimate need to improve the education standards. Government is making efforts to cover all the loopholes of fragile education system, but its facing several hurdles in the quest of quality education. Role of Non- Government Organizations could not be denied in this regard. So main focus of the study is on contribution of Global Relief Trust by providing material resources to the students for successful implementation of education in Pakistan. Qualitative research design was adopted with purposive sampling technique. Semi structured interviews were conducted from seven Head teachers of the schools sponsored by Global Relief Trust and thematic analysis was done. The findings unveil the fact that the provision of material sources to the students from marginalized groups, by NGOs act as a gateway for the successful implementation of Education. This study is focused on the efforts of Global Relief Trust towards the implementation of education for the children of marginalized communities. Interviews from seven Head Teachers of the schools sponsored by Global Relief Trust depicts that the enrollment and retention rate has been improved with the provision of material resources to the students.

Key Words

Material Resources, Global Relief Trust, Implementation of Education, Pakistan

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Introduction

Education is the most important tool in the progress of a nation. It gives impetus to the economic growth and development of a country. According to UNICEF, in the developing countries like Pakistan, the condition of education is still alarming with world's second highest number of out of school children (Education | UNICEF Pakistan). Almost 22.8 million children aged from 5-16 are out of school which is 44% of the total population of this age group with the larger proportion of girls. 32% of primary school age girls are out of school in comparison with boys. By ninth grade, only 13% of girls retain in schools. Situation depicts different pictures for urban and rural population.

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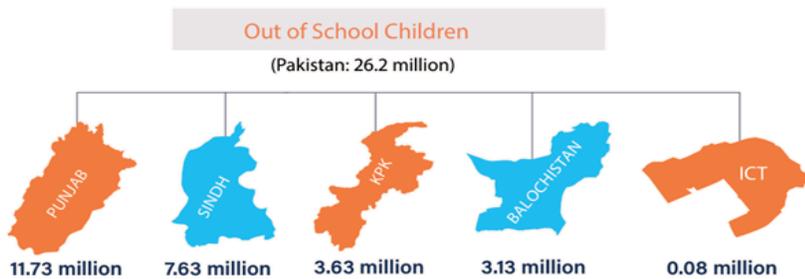
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Pakistan Institute of Education, reported in Pakistan Education Statistics Annual Report 2021-22 that 26.2 million children are out of school in 2021-22. 11.73 million are out of school in Punjab, 7.63 million in Sindh, 3.63 million in KPK, 3.13 million in Balochistan and 0.08 million in ICT. In terms of percentage Balochistan has the highest percentage (65%) of out of school children whereas ICT has the lowest. Among major provinces KPK has the lowest percentage (30%) of out of school children (PES Highlights 2021-22 New.pdf).

Figure 1
Out of School Children



Government has taken various initiatives to improve the literacy rate over the decades, aiming at the marginalized groups and population in rural areas like Literacy and Mass Education Commission (LAMEC in 1981), Rural Education and Development program (READ), National Commission for Human Development (NCHD), Functional Education Project for Rural Areas (FEFRA), Integrated Functional Literacy Project, Women's Matrix and Literate Punjab Program were the programs conducted to improve literacy rate in Pakistan (Khan, 2021). Despite of various efforts, the desirous results were not attained due to political instability, ineffective monitoring and evaluation system, unavailability of resources and unequal distribution of resources.

Non-Government Organizations

Non-Government Organizations are the nonprofit, mission driven, independent entities that operates as autonomous bodies without government control. These are also named as Civil Society Organizations (CSO), Non-Profit Organizations (NPO), Councils or trust (Brophy, 2016), Community Based Organizations (CBO), Grass root Organizations, Private Voluntary Organizations and Faith Based Organizations (FBO). These could be regional, local, national and international (Brass et al., 2018). NGOs are central to both development theory and practice and are likely to remain important actors for many years. Their humanitarian efforts are remarkable, as they are operating in various fields like eradicating poverty, improving health, protecting human rights, disaster relief and social development. Whereas Education is the most focused area of the NGOs in the developing countries like Pakistan where 5% population is in extreme poverty. It ranks 152th in the global poverty index. Almost 21.5% of its population is living below the projected need cap (Ali et al., 2021). In current situation, role of NGOs in improving education could not be denied.

Role of NGOs in Provision of Education

Within Pakistan education is imparted through Public or Government, Private and Non-Government Organizations. In developing countries public sector schools have limited resources and are poorly staffed. On the other hand, most of the private sector schools are profit oriented with high fee that is out of reach of the population at grass root level (Reza, 2022).

Pakistan Education Statistics 2021-22 reported that 54% students are enrolled in public sector institutions while 46% students are enrolled in private sector institutions. 39% teachers are deployed in public sector institutions whereas 61% are imparting education in privately managed institutions. The number of students and staff reported above shows a clear imbalance of teachers and students.

In this scenario, NGOs play the role of moderators or catalysts to bridge the gap in seeking education for all thus meeting SDG # 4. They are also named as “development actors” or the “gap filling agents”. The basic contribution of NGOs is implementation, partnership and catalysis in the way NGOs provide direct services or self-help activities in certain cases like in case of private public partnerships they are evolving and catalyzing the resolution of the development problems by innovation and apply new solutions (Lewis et al., 2020). NGOs are playing a vital role in bridging the gap between public and private school education.

Their role in improving enrollment in schools cannot be denied. Most of the NGOs aids in providing free primary and secondary education, even providing access to technical and higher education, declaring scholarships to the eager students, improving infrastructure of schools in order to facilitate and attract more students ensuring the equal opportunities for females and marginalized groups (Saud & Ashfaq, 2022). Last but not the least, NGOs are aiding the students by providing supporting materials like stationery and uniforms which would improve retention rate of students in schools (*Global Relief Trust | Annual Report and Financial Statement, 2021*).

In Pakistan, NGOs have helped to increase enrollment in educational institutions by providing accessories to students but contributes less towards basic literacy and numeracy skills. Internationally NGOs are working on improving numeracy and literacy skills like Adapting Technology through the Campus Teaching Program and Kampus Mengajar Program in Indonesia (Fatonah et al., 2023) are found to be fruitful. However, a few NGOs are working in Pakistan in improving literacy and numeracy skills like Alif Laila Book Bus Society, Digi Kutab Khana, Kitab Gari (sponsored by Idara e Taleem o Aagahi) and Kitab Dost (Reza, 2024).

NGOs are mainly contributing in the down trodden areas with the purpose of uplifting the standards of marginalized communities. It is really hard and challenging to approach the needy in the regions. Specifically in the areas where females are most likely to dropout from the schools due to resource constraints or due to cultural or religious limitations (Reza, 2024).

Numerous NGOs are working in Pakistan like CARE Foundation is striving hard by not only providing mortar and cement for constructing buildings but proceeding towards the quality education to 300,000 children in 888 schools. The day CARE opened the first school's door almost 250 children were desirous to seek admission and get enrolled (Aziz, 2020). In 1998, CARE foundation has adopted 10 government schools with failing conditions and has pioneered the successful public private partnership model which was later on replicated in 855 government schools by 2019. Currently it is managing more than 1000 schools (<https://carepakistan.org>). Through its Teachers' Training Programs more than 7000 teachers are trained on versatile professional skills. More than 5000 scholarships are awarded to graduate students to complete their education from universities.

The Citizens Foundation is facilitating 2033 schools with the approach of catering the neediest thus providing education to more than 301,000 students (<https://www.tcf.org.pk>). READ Foundation aimed to construct futures of present generation brick by brick. Starting its journey in 1994, with one teacher and 25 students now benefitting 118,000 students in 4000 schools. They are also catering the educational needs of 13000 orphans across the country (<https://readfoundation.org>). Development in Literacy is another organization that aims to provide low cost quality education to over 61,000 students in 191 schools with 68% female enrollment. They target the children that are trapped in a cycle of poverty and are vulnerable to exploitation. (<https://iteachforpakistan.org>). Zindagi Trust was founded by Shehzad Roy in 2003 with the basic idea “I am worried about children who are not going to

school in Pakistan, but I am more worried about the children who are going to school, spending ten years and not developing any critical thinking. This deficiency ultimately hinders the prospects of fostering innovation and pioneering inventions within the nation". Zindagi trust is benefitting more than 3200 students (<https://zindagitrust.org>).

NGOs are not only working on increasing numbers in enrollment but also striving in holistic development of education by working in multiple directions. They are functioning as pressure groups against environmentally damaging projects despite the lack of financial and technical resources and support from the state and society (Khan et al., 2020). NGOs have been deeply incorporated into the developmental processes. The NGOs are also important for World Bank because they provide resources and skills for development processes. NGOs have largely contributed to the Bank financed investment projects (Gibbs et al., 1999). The World Bank reported that almost 90% of currently financed projects involve NGOs. According to Organization for Economic Co-operation and Development more than 20% of bilateral aid flows through NGOs.

Global Relief Trust

In the 21st century the world is progressing with leaps and bounds, still there is a big chaos in the global success of development in reducing poverty, hundreds of millions of people are still living below the poverty threshold. They are suffering from abject poverty and danger, in shanty towns, rural communities and tribal lands. Certain people are still living in poorly governed areas and conflict zones that have been shelled to pieces with no shelter and bearing hard, rough and tough climate changes, famine, crime, and corruption (Davis, 2021). Global Relief Trust (GRT) is a leading Muslim charity working around the globe by providing vulnerable families with much needed aid. GRT has started work on 10th May 2016, with the aim to achieve maximum impact and meaningful change by reducing poverty and empowering people thus transforming their lives with the ripple effect passing over to transform the communities in a long run. The vision is to eradicate poverty in the world and mission to serve communities and individuals around the world and enable them to become productive. It is acting as a powerful tool to change the social landscape previously in 10 underdeveloped Muslims territorial countries and later on expanded to 14 countries till 2023 including Bangladesh, Lebanon, Kashmir, Malawi, Palestine, Pakistan, Rohingya, Syria, Uganda, Turkey, Morocco, Afghanistan, Burundi and Yemen.

The top most priority of GRT is to work in the field of education. In fact, the primary objective of GRT is provision of education to as many children as possible because it is the most effective way of breaking poverty cycle. With the efforts of GRT, many children from poor families are becoming an asset to their country. Education brings hope for the progress and prosperity in the society. 1/6 of school aged children are not going to school and half of this number is living in the regions suffering from war and disaster. In such situations, getting enrolled in schools brings myriad of immediate benefits thus bringing stability in lives of 1000 children in 2019 (*Global Relief Trust | Annual and Financial Report 2019*).

In 2020, Covid-19 hits the world. The pain and sufferings exacerbated due to pandemic, war, famine, discrimination and brutality of powerful forces around the world. According to Chief Executive Officer (CEO) GRT Ajmal S Ramzan, the number of people that needed humanitarian assistance hit records high. This aggravated poverty which in terms required more focus on education to minimize the effects of sufferings. For this purpose GRT delivered a plethora of projects to fill up the gap. Without necessary lifelong skills that are attained with education children face hurdles in attaining employment thus threatening their abilities to construct a better future (*Global Trust Pakistan | Annual and Financial Report, 2020*). In 2019, GRT educated 1000 children which has increased to 2000 in upcoming year and 3000 in 2021.

In 2020, Global Relief Trust has started working in Pakistan through its implementation partner Fazilia Trust Pakistan during the outbreak of Covid 19 pandemic. It provides essential aid to the most impoverished communities and marginalized groups of the country regardless of their race, ethnicity, color or creed. According to them, everyone has the right to access life-saving aid, education, health and economic opportunities (*Global Relief Trust | Annual Report and Financial Statement, 2021*). GRT assists in creating broader and versatile educational opportunities for the marginalized population which has long lasting results in terms of better health outcomes and more prosperous Society.

2021 was the year, when the growth increased to 175% as compared to the previous years. GRT sponsored the schools by funding teacher salaries, school supplies and building renovations for making a difference. Till that time 45 schools were sponsored thus benefitting directly and indirectly to 28,809 people (*Global Relief Trust | Annual Report and Financial Statement, 2021*).

GRT is not only ensuring educational access but also putting efforts to give quality in education by furnishing resources like textbooks, school material, libraries, laboratories and infrastructure enhancements. By providing resources of education to students, GRT endeavors to elevate living standards in way as a chain reaction proceeds in progress and development. By 2022, the number of students getting benefit from GRT reached 5500 in primary and secondary schools which in turn means shaping a promising future for these flourishing mind (*Global Relief Trust | Annual and Financial Report, 2022*). It is providing financial support to the institutions and materials like uniform and stationery items to the students, so that enrollment rate and retention rate could be improved (Villegas & Andal, 2023). Global Relief Trust is working in different thematic areas all over the Pakistan, whereas in education it is working mainly in Kashmir and Punjab. It has sponsored 5 schools in Kashmir and 2 schools in Punjab.

Methodology

This study is qualitative in nature and case study design is adopted. Case study includes a detailed analysis of a particular event, situation, organization or a unit. It is bounded by specific space and time. Huberman and Saldana explain it as a phenomenon of some sort in a bounded context (Schoch, 2020). It is one of the most commonly used research design applicable in social sciences. It widely covers epistemology strands (Priya, 2021). An effective case study act as a bridge to construct knowledge.

Participants

Head teachers of the seven schools sponsored by GRT were the population of the study. These schools are located in different regions of Pakistan. Two are located in Neelum valley, four in Azad Kashmir, one in District Rawalpindi and one in District Attock.

Table 1

| S. No. | Location | Name of School | Head Teacher |
|--------|---------------------|--|--------------|
| 1 | District Rawalpindi | Fazilia Public Secondary School Garhi Afghanan | 1 |
| 2 | District Attock | Shahe Hamdan Education System Fateh Jang | 1 |
| 3 | Azad Kashmir | Fazilia Girls Primary School, Sehar Kotli | 1 |
| 4 | Neelum Valley | Institute of Islamic Education System Phullawai Neelum | 1 |
| 5 | Azad Kashmir | Hazrat Abu Bakar Public School | 1 |
| 6 | Azad Kashmir | Rahees ul Ahrar Community High School | 1 |
| 7 | Azad Kashmir | Green Hills Public School | 1 |
| 8 | Neelum | Phulawaii Girls Primary School | 1 |

Population of the Study

Data Collection

Data was collected with the help of semi structured interviews from Head teachers. Interviews are considered as most effective tools in qualitative research, as they are helpful in explaining, understanding and exploring participants' opinions, experiences and phenomenon about a particular research topic. In this research; the interviews from the Head teachers of seven schools sponsored by Global Relief Trust, covered information pertaining to the material resources provided by Global Relief Trust to students and how these resources impact education. The questions probed for information about the satisfaction level of administration and how the resources impact the institutions. The following core themes were generated for data collection,

1. Provision of uniform; a key to successful implementation of education
2. Provision of textbooks; a key to successful implementation of education
3. Provision of notebooks and writing materials; a key to successful implementation of education
4. Provision of financial support; a key to successful implementation of education
5. Provision of medical support; a key to successful implementation of education
6. Provision of digital resources; a key to successful implementation of education

Data Analysis

For the data analysis, in order to summarize the key findings and offer a rich interpretation of the data, thematic analysis was applied. From the semi structured interviews, data was collected through audio recordings. Transcripts were made manually from the audio recordings and major themes were derived from the recordings. All the interviews were assessed and reviewed to trace similarities and differences for open coding. Numerous coding themes emerged instinctively at the beginning of data analysis. However, many other themes were developed carefully after reading the data several times. Then data analysis followed interpretive coding, during which descriptive coding was transformed into meaningful interpretations in the way that it ensures that the data is related to the research questions. In the final stage, data analysis is centered on identifying the overarching themes that emerged from the data as a whole. The triangulation of the data analysis is performed.

Research Ethics

During the research process ethical codes were followed at all the stages. Prior permission was taken from the Head Office of Fazilia Trust Pakistan to conduct the research in the schools sponsored by Global Relief Trust. Interviews were conducted in a respectable manner within a peaceful environment so as to receive realistic and uninfluenced responses. The participants were fully informed about the research and provided their consent. All the interviews were recorded with the prior permission from the respondents. The researchers aimed to remain neutral and did not express their personal likes and dislikes or shift the participants' attention.

Findings

Provision of Uniform; A Key to Successful Implementation of Education

Uniform plays an important role within schools. It encourages unity and equality among the students. Five out of seven administrators were pleased and thankful to Global Relief Trust for providing uniforms to students. In one school uniform delivery was in process. All of them have appreciated the quality of stuff used in the uniform. It has been mentioned by all of them that the uniforms are provided to all students regardless of their backgrounds. This act of kindness of Global Relief Trust has been paved the way of improved enrollment in the schools.

Javeria from Fazilia Public Secondary School stated with great contentment that,

“Good quality Uniforms have been provided to all students annually. Uniform symbolizes unity and equality. Previously; cost of uniform was a burdensome for low income families. There were parents who were unable to purchase uniforms, sometimes their children come without uniform and even in certain cases the condition of uniform was pathetic, which produces a negative impact on students who were unable to afford it. Provision of uniforms every year led to discipline in school, as all students get the new uniforms of same stuff at the same time.”

Maria admitted that,

“Uniforms are provided to all students and the stuff of uniform is very good. It has a great impact on our enrollment. Last year strength of our school was 41 and now it is 56. The increase of 15 students is because of the free uniforms and material resources.”

Provision of textbooks; A key To successful implementation Of education

Textbooks remained as indispensable tools for teachers and students since long. These provide essential information, foster critical thinking and serves as a comprehensive guides of various subjects to students. Six out of seven administrators’ mentioned that Global Relief Trust is providing the textbooks to all students of all levels at the doorstep. School management and parents are not bothered about the provision and purchase of books. It saves the cost as well as time of the students. It serves a great role in providing quality of education to the students.

It was asserted by Maria,

“In this year school has started grade sixth. Textbooks are provided to all students by Global Relief Trust till class sixth. School enrollment has been improved as compare to previous years. Maximum number of students that are already enrolled in the school are unable to afford the books and those who could not meet the expenses of education get admission in the school because of free education and available resources.”

According to Ali from Phullawai (Neelum),

“I being the administrator send the demand of textbooks and notebooks. After confirmation of syllabus and strength of students they send us high standard textbooks and notebooks within time. These material resources are provided to all students. In our school all the students are from low income backgrounds. Neelum is a backward area and all population is living with in minimum resources of life. They are unable to purchase textbooks, notebooks and pay school fee so all of them are facilitated. This is the main reason of increased enrollment.”

According to Hassan from Girls Primary School Neelum,

“All the students enrolled in school belong to low income families. None of them is paying fee. Maximum parents were not sending their kids for education because they were unable to bear stationary expenses. Now trend is gradually changing. Almost 150 children have come for admission but due to lack of space we have stopped admissions at 85. Before sponsorship of GRT few people were having the responsibility of education in the area. It was difficult to bear the expenses of institute with scare resources. Alhamdulillah with the help of Global Relief Trust we are relaxed and now GRT is bearing all the financial constraints.”

Jawad from Shah e Hamdan stated that,

“Provision of uniforms and notebooks to students have improved the rate of enrollment in school from 170 to 188.”

Provision of Notebooks and Writing Materials; a Key to Successful Implementation of Education

Notebooks and writing materials are the basic tools of studies for the students. They aid in enhancing memory retention and recall. They are really helpful tools in organizing the ideas and thoughts of students. All the administrators admitted that Global Relief Trust is providing notebooks to all students. The quantity of notebooks provided to the institutions is according to the demanded quantity once in a session. Six out of seven administrators mentioned that if the students need more notebooks they were provided. The quality of notebooks was up to the mark.

As far writing material is concerned, students are not provided with writing materials. However; one of the administrator mentioned that the writing material along with story books and coloring books is sometimes provided as Eid gift.

It was asserted by Javeria,

“Textbooks are provided by Global Relief Trust in the beginning of session. Notebooks are provided twice for each term. For the students with good writing skills and who complete their all assigned written tasks and practice more written work are provided notebooks on their request when required.”

She added,

“Sometimes written materials like pencils and colors were given to students as Eid gift. This fosters art activities in the students which enhance their interest in art activities like drawing and sketching.”

According to Ali,

“I use to put the demand of 100 extra notebooks and distribute to the students when desired. The quality of notebooks is extra ordinary. To keep uniformity and a standard the notebooks have a printed logo of Fazilia Trust Pakistan and Global Relief Trust. The notebooks are of three sizes according to the level of students from playgroup to class five.”

According to Wajiha,

“Global Relief Trust is providing uniforms, textbooks and notebooks to all students along with paying deficit in fee. The provision of these material resources has improved number of admissions in our school. In the previous years we got 20 to 25 admissions, last year we have 33 new admissions and in this year we have got 42 new admissions.”

Provision of Financial Support; A Key to Successful Implementation of Education

All the administrators were of the same point of view that Global Relief Trust is not giving financial support in terms of money to the students. It is sponsoring the school on the whole and paying deficit in the salaries of staff. It has been mentioned that most of students are studying free of cost in the schools.

According to Javeria,

“Global Relief Trust is not giving direct financial support to the students in terms of money. Instead it is giving free education to them. It has uplifted all the financial constraints of students by supporting the school as a whole, thus giving the same standards to the students who are unable to pay fee.”

Maria asserted that,

“Financial support is not given to the students. Maximum number of students are getting free education. In case of siblings only one child pays discounted fee and the other ones are getting free education”

Ali stated that,

“Students are not given financial support in terms of money, they are facilitated with material resources. However, Global Relief Trust is paying the salaries to the teachers and meeting the surplus expenses of the institutions. Teachers are given salaries within time and students are provided with resources at the doorstep. Both the parties are content, teachers are willing to teach happily and students are also willing to learn. This boasts up a stress free and good learning environment.”

To add, Ali expressed that,

“Direct financial support is not given to the students. During Ramzan and in case of flood, ration was distributed among the families of enrolled students. This was a great step which motivated the students we have got more admissions even the attendance of students have been improved. Our strength has been increased from 30 to 127. Due to space issues we have stopped taking more admissions and separated the girls section.”

It has been mentioned by the administrator that ration was given to the families of enrolled children. It was indeed a great step to keep the families intact thus improves retention rate of students in schools.

Jawad stated that,

“Global Relief Trust is not giving direct financial support to students. Instead it is uplifting the expenses of uniforms, notebooks and surplus amount of salaries. It is because of GRT that 25 to 30% students are getting free education and remaining are paying minimal amount of Rs. 500. There are certain cases who are unable to pay even this fee.”

Provision of Medical Support; A Key to Successful Implementation of Education

Six out of seven administrators mentioned that medical support is not given to the students. In one of the school, Global Relief Trust has provided medical aid to a disable child and bear all the expenses of his surgery. Another case was of a child suffering from thalassemia.

Javeria admitted that,

“School administration is managing the minor ailments on its own through 1st aid box. However; it has followed up for a special case is of a child who is a patient of thalassemia, GRT is bearing his treatment expenses by providing medicines when required.”

Hassan stated that,

“We are having four disabled students enrolled in our school, one of them is blind but eager to recite Holy Quran. We are giving extra time to students with disabilities in order to cope them up with the studies. We lack in the basic resources to teach students with disabilities while living at the Boarder of Pakistan. This area remained covered with snow for six months all the activities cease. It is a hard area residents are living in the absolute poverty.”

Jawad mentioned that,

“Global Relief Trust is not giving medical support to students. Most of the students are living in hostel within the school. If they become ill institute bears the medical expenses of students and get their treatment from nearby health center.”

Provision of medical aid to the students make it possible for the children with disabilities to learn with mainstream children, thus contributing towards the quality of education.

Provision of Digital Resources; A Key to Successful Implementation of Education

Use of digital tools in education has become a need of modern education. All administrators mentioned that digital tools are not given to the students by Global Relief Trust. However, three out of seven schools have computer labs from which both teachers and students can be benefitted. Institutions update the resources and trained teachers about use of resources on their own. Three out of seven schools totally lack in digital resources as they lack in electricity.

Javeria mentioned that,

“Global Relief Trust has developed a computer lab in the institution from which both students and teachers are benefitting themselves. Students have learned internet surfing in the supervision of teachers. It is a marvelous learning experience that is gained in the supervision of teachers. Team GRT visit school off and on and check whether the students are using them or not. Before GRT we were having computer lab but that was not sufficient. However; with the support of GRT computer lab has been updated. Now the school is maintaining the lab on its own. Teachers are learning the use of computers in the capacity building programs conducted within the school from time to time.”

Jawad expressed,

“As Global Relief Trust is paying salaries. So we become able to develop computer laboratory with our own resources.”

According to Maria,

“Due to lack in electricity, we are unable to use digital resources. I was provided with a laptop for official tasks but because of electricity problems I was unable to use it.”

Ali stated that,

“We need digital resources for official work and students’ tasks but due lack of electricity in our area we do not have any gadget with us.”

The table indicates that provision of material resources to students have a significant impact on enrollment in schools.

Table 2

Impact of Global Relief Trust on Enrollment Rate

| S# | Institution | Sponsorship begins in | Enrollment before GRT | Present Enrollment |
|----|---|-----------------------|---------------------------------------|--------------------|
| 1 | Fazilia Public Secondary School Garhi Afghanan | Oct 2020 | 200 | 668 |
| 2 | Shahe Hamdan Education System Fateh Jang | Oct 2021 | 165 | 188 |
| 3 | Fazilia Girls Primary School, Sehar Kotli | Oct 2020 | 18 | 56 |
| 4 | Institute of Islamic Education System Phullawai | Oct 2024 | 30 | 127 |
| 5 | Hazrat Abu Bakar Public School | Oct 2021 | 70 | 100 |
| 6 | Rahees Ul Ahrar Community High School | Oct 2021 | 186 | 204 |
| 7 | Phullawai Girls Primary School | March 2025 | 1 st girls’ school in area | 96 |

Discussion

Non-Government Organizations are the partners of Government accessing in the areas where it is hard for the government to reach and approach. Global Relief Trust, with its implementation partner Fazilia Trust Pakistan is

working to improve the quality of education. Provision of material resources to students support parents financially, keep them relax and least bothered about these expenses. Students get the uniforms, books and notebooks together of the same quality at the same time; this brings discipline and uniformity in the institutions. On the other hand, teachers are getting salary within time they are satisfied and more focused towards teaching. Students the ultimate users and products of all the processes, are learning in the same environment irrespective of their race, creed and financial backgrounds. The uniformity of material resources remove all the barriers that could discriminate them leading to the same quality of education in the institutions.

Two schools highlighted that in the previous year's ration was also provided to the families of enrolled children. Parents have also confessed that the provision of ration was also a reason of continuing education for the children of needy families. In Neelum, the ration was distributed in case of flood and during Ramadan. It might have two aspects, it aids in continuing of education thus improving retention rate in the schools. Other view of picture is it's better to teach a man how to catch a fish and feed him for a lifetime rather giving man a fish to feed him for a day.

Medical support to students is not given as such. Mostly schools reveal that they do not have disable students. One or two cases are of disability that are not a hindrance in their learning .However, individual cases are being treated in one of the school. The patient of thalassemia has been given the treatment. They are studying now with the mainstream students.

Digital resources are a gateway to the quality of education. In one of the school Global Relief Trust has established computer lab, rest of the schools have managed computer lab on their own. The schools that are in the areas where there is no approach of government to provide electricity lack in digital tools. However, the areas where there is no electricity are facing extreme difficulty in managing for day to day activities.

The data collected in this study clearly reveals that after provision of resources to students the enrollment of the schools has been increased as compare to the previous years.

Conclusion

To work in the field of education is like to water a plant, more you flourish it, more it will grow and its benefits replicate manifolds. Education is to basic tool to break the poverty cycle. In the developing countries like Pakistan education system needs to be extended and updated. Government is putting the efforts but still there is a big gap to be filled. This gap is filled with the help of Non-Government Organizations working in the areas where it is really hard to approach. The study covers the efforts of NGO, Global Relief Trust which is contributing in the field of education with the help of its implementing partner Fazilia Trust Pakistan.

Global Relief Trust has sponsored seven schools in Pakistan in which it is providing material resources and free education to the students releasing financial constraints from the parents who are managing bread and butter for the family members with difficulty. This step serves as a great initiative for improving the enrollment in schools. The study clearly reflects that the increase in enrollment rate and retention rate is due to these resources thus it is the quantitative perspective.

Implications and Recommendations

Here are some recommendations after this research

1. **Prioritization:** It is recommended to prioritize what is to be delivered where and when? In the schools where there is issue of electricity should be resolved as a priority by involving governments and local nobles. Because due to lack is this basic facility the schools are managing the classes with difficulty or either give off to the students in rainy weather is one aspect and lack in digitalization is another one.

2. **Strong Monitoring & Evaluation:** Strong monitoring and evaluation systems should be developed by NGOs for ensuring accountability to all stakeholders even at the grass root levels. Strong monitoring and evaluation systems ensures transparency at all levels and prepare the workers for next challenges that come across their ways.
3. **Moving the Systems and Individuals towards Sustainability:** The aid should be given in the way at dispense that the systems will move towards sustainability in a certain period of time. Same should be the case with the individuals. So that all the stakeholders and the beneficiaries try to work independently rather than looking toward others for all the sources.
4. **Government Perspectives:** Government perspectives should be taken in consideration along with the donors demand. NGOs should initiate and maintain open dialogues with governments to facilitate maximum. This is the only way in which NGOs can serve as the combat team.
5. **Collaboration with other NGOs:** NGOs should collaborate and work with other NGOs. This will help in accountability thus expanding the canvas for others. If one of the NGO is working on provision of material resources others should work on infrastructure and still other should work for digitalization.

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