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**Educational Services of Non-Governmental Organizations in Hazara Division (2005-2020)**

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**Abstract:**

Education is considered a key to success and every sort of development is directly related to it. Social, economic, political and religious development is also related to education. However, generally, it remained a neglected sector in Pakistan especially in the backward and far flung areas of Pakistan mainly due to lack of adequate resources and poor economy. The Earthquake of 2005 destroyed the infrastructure of all kinds especially educational facilities such as schools and colleges in Hazara Division. In the reconstruction and rehabilitation process non-governmental organizations (NGOs), besides other actors played highly constructive role especially in the educational sector. Primary aim of this paper is to scrutinize and analyze the role of the selected NGOs in promotion of education in the post-earthquake era in Hazara division. The research is qualitative for which primary data has been collected from various sources, mainly the reports of the concerned NGOs. The study reveals that NGOs rendered valuable services in the reconstruction process and promotion of education in the earthquake affected areas of Hazara Division.

**Keywords:** Hazara, NGOs, earthquake, equity, education, ethical and moral development

**INTRODUCTION**

It is a foremost certainty that education has long been recognized as the significant element in development of the country. It is considered to be the most influential factor for any socio-economic development and welfare of society in accurate course as a whole. Islam also stresses on education

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because of its importance in human life. Education plays crucial role in ethical and moral improvement of individual to become a responsible citizen.

In Pakistan, the condition of education in rural areas was much deplorable. Though, Pakistan progressed with time still rural areas need special attention. In spite of our declaration as equity in education: every child's right to educations could not fulfill the set targets due to deplorable economic situations. In already compromised situation, the Earthquake of 2005 hit the Hazara division hard, while the education sector was also affected badly. During those hard times, as when the masses have lost their hope of survival and were in dark hours, they have lost their homes, sources of life, and were under the open sky looking for assistance, the role of NGOs is undeniable in Hazara Division. In such panic and terrible time, just government and her institutions were not sufficient to help the affected people. So, the NGOs put efforts to resolve the problems of masses and proved as the right hand of the government. The people were given shelter and were provided health and education facilities. They constructed medical centers and shelter schools where the affected people were given due concentrations.

The response of some famous NGOs such as Al-Khidmat Foundation, Save the Children, Sungi Foundation, CARE Foundation and Read Foundation and some other organizations was very encouraging and positive in providing education facilities in Hazara Division. They immediately provided temporary shelters and food and health facilities to the affected people. Especially the education facilities during that difficult time were a major relief to the people of these areas. This article addresses the educational services of famous NGOs in Hazara Division from 2005-2020.

## LITERATURE REVIEW

Education is considered a key to success and every sort of development is directly related to it. Social, economic, political and religious development is also related to education. So, if any society wants to achieve all above-mentioned successes then; it is necessary that it should focus concentrations on education. As Pakistan was a poor country, so, her initial education budget was just 0.59percent due to which her education policies were not developed. Pakistan's higher education budget remains up to 4.00percent which was lowest in Asian Countries (Ahmed, 2005).

In 1951, Pakistan's literacy rate was 17.9 percent while the literate was defined as "A person who can write his name in Urdu and can do the recitation of the *Qur'an*" (Sibtain, 2009). In 1961, when it was said that recitation of the *Qur'an* is truly a religious concern of an individual and the definition of literate person was changed with the consultation of Justice Shahab-ud-Din (1895-1972) that a person who can write his name and address in Urdu shall be considered as an educated (Siddique, 2004). With the passage of time, Pakistan's literacy rate increased but still it is low. About 37percent children drop out before completing their primary education. Around 21.7percent children comes under child labor. In most of the areas, people do not have teaching facilities. While 43.6percent children drop out before completing their middle level education and 53percent children drop out before completion of their secondary education in Pakistan (Kerry, 2007).

Another factor for low literacy rate is that just government with poor economy may not be able to resolve the problems of the society and may not be able to provide all necessities. So, like rest of the world; in Pakistan some volunteers and NGOs are welcomed n and the contribution of NGO's remain positive in every sector of life.

The Hazara Division remains a neglected sector and no any appropriate attention was paid by the government due to lack of resources. So like other areas of Pakistan, the NGOs played an important role in education development of the Hazara Division. Especially, after the Earthquake of 2005 various NGOs played vital role in the education sector. In several areas of Hazara division more than 300 families do not have the facilities of middle schools and likewise, more than 400 families do not have the facilities of high schools (Zafar, 2018). The miseries of far reaching areas are much higher. In such areas the role of the NGOs is commendable.

**Table No. 1**

The details of literacy rate in Pakistan is as under

Year	Population (Million)	Total literacy rate (%)	Male literacy (%)	Female Literacy (%)
1951	33.7	17.9	19.3	13.9
1961	42.8	16.9	17.2	6.7
1972	65.30	21.6	20.3	9.6
1981	84	26.2	26.1	11.3
1998	140.40	45	30	16
2003-04	150.50	53	36	23
2005-06	150.62	56	39	30
2007-08	150.83	58.12	40	32
2009-10	150.96	62.6	41.6	35
2011-12	160.23	64.06	45	38
2014-15	170.26	67	47.11	39.24
2017-18	190.04	68	49	41
2019-20	200.17	72	52	44

Source: Abbas Akhter. (2021). Education facilities in Pakistan: A comparative analysis of *Targets & Achievements*. *Journal of Cultural and Social Heritage*, 19.

## RESEARCH METHODOLOGY

This study is qualitative and exploratory. It employed historical and descriptive method to explore the role and services of selected non-governmental organizations (NGOs) in promotion of education in neglected and backward areas of Hazara division with special focus on their role in reconstruction and rehabilitation process after devastating earthquake of 2015. The earthquake had badly destroyed the whatever existing educational infrastructure of Hazara division. The study focuses on the role and services of a selected NGOs whose role has been prominent in the reconstruction and rehabilitation process. Data has been collected both from primary and secondary sources. The primary sources included the published documents, official reports of the concerned NGOs and other concerned organizations, and departments. The secondary sources include available books, research reports, articles and newspaper articles etc. available either in print or electronic form. Thematic analysis method has been used to scrutinized the collected data in order to generate patterns, make generalizations and draw conclusions.

## ROLE AND SERVICES OF NGOs IN EDUCATION SECTOR IN HAZARA

Earthquake of 2005 in Hazara Division was a sort of huge venom where the masses of the region have lost everything. The difficulties were unbearable as the loss of lives and property left the

negative effects on the society. In such times, many educational institutions were destroyed. Immediately, administration was not in a position to handle the problem with best of the available resources. During that time, some NGOs proved the right hand of the government for the restoration of education. In this regard the educational services of the following NGOs in Hazara Division after the Earthquake of 2005 are discussed in detail up to 2020.

1. Al-Khidmat Foundation
2. Sungi Foundation
3. Save the Children
4. CARE Foundation

### **Al-Khidmat Foundation**

Pakistan is facing scores of crises because of its weak economy in different sectors of life. So, with the passage of time, NGOs became need of time in Pakistan to uplift various sectors of life and promote living standard. So, scores of NGOs were developed in Pakistan with their charters and manifestos. Though everyone was trying to uplift the society in social, economic, political and religious sectors still there was a need that some volunteer organizations should be there in Pakistan. In 1990, Al-Khidmat Foundation was established as an NGO with their charter of moral and ethical development of the society in every phase of life, but with preferences in education and health services. Its sole aim is to serve the humanity without discrimination of religion, race, caste, sect, language or political affiliations (Malik, 2008). Some salient features of Al-Khidmat Foundation mentioned in the charter are presented below.

- We want to serve humanity irrespective of caste, creed, ethnicity and religion.
- We want to improve the society with moral and ethical constructions.
- We want to see the prosperity and humanitarianism in society.
- We want to remove the illiteracy and poverty of the society.
- We want to welcome all those people who want to serve the society.
- We want to see the peace and brotherhood among all the countries (Malik, 2008).

The Earthquake of the October 2005 was the reason of countless miseries, as 73,000 people died and three million became homeless. The Earthquake destroyed more than 600,000 homes and 6000 schools, likewise hundreds of health care centers were affected. Roads and communication links were destroyed and life seemed next to impossible. The Earthquake of 2005 killed some 100,000 people in Hazara Division and 43,000 homes were destroyed, 103 schools were shattered and 57 health care centers were affected, likewise, 29 hospitals were also destroyed (Mian, 2012). The loss of economic necessities was uncountable. People along with all basic necessities, lost their hope of life, because they were under the open sky. In such a time, on one hand Al-Khidmat Foundation was putting efforts to provide shelter and food to the survivors, the other hand, with the help of Read Foundation, they paid special attention to educational services in Hazara Division. The dilemma of education in Pakistan is highly miserable. The facts and figures presented by the UNESCO (United Nation Educational Scientific and Cultural Organization, 1946) an agency of UNO and various other leading worldwide education monitoring and supervising sources substantiate the poor performance of this sector in the country. The UN Education Index places the county at 169 out of the total 257 states (Ameer, 2011). As many as 33percent of Pakistani children do not go to any educational institutions and only thirty out of 100 children are able to accomplish their

primary education and reach high schools. It is the need of time that people of the country should be facilitated in education. Especially improvement and development in education sector is crucial in all tribal and backward areas, because only education can guarantee positive change and prosperity in any society. Under the Constitution of 1973, every child between the age of 5 to 16 years is supposed to get free of cost education (The Constitution of Islamic Republic of Pakistan, 1989). The fact is that 60percent of government schools do not have electricity facilities, 40percent do not have water, 29percent do not have the proper rooms, while 11percent do not have the shelters (Ahmad, 2017). So, again it is the huge need of time that education budget should be extended on needs basis. There should be a proper system of education investment. Different NGOs have taken education development as priority and tried to reform Pakistani generation in education development. For this achievement the good offices of media were used to create awareness in the society. Al-Khidmat Foundation was one of them who tried to facilitate the society in education. Al-Khidmat Foundation of Pakistan has always become a source of relief during time of troubles. They prefer to resolve the education problems by taking the following steps for education development. Their efforts facilitated Earthquake victims in education development.

**Table No.2**

Primary Schools established by Al-Khidmat Foundation during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Kewal	3	227	9
2	Garhi HabibUllah	5	269	12
3	Sathbani	3	209	6
4	MalikPur	5	400	12
5	Dalbori	2	134	4
Total		18	1239	43

Source: Muhammad Zeeshan Tariq. (2021). Education facilities to effectives. *Communication and Publication Programme*, Al-Khidmat Foundation, Lahore, 3.

Primary education with orientations was necessary so, Al-Khidmat Foundation contributed and some 1239 students were enrolled in schools of the Foundation and were given best facilities of education free of cost with providing books and uniform. The social and ethical uplift of the children remains focused point. On priority, the sense of responsibility and honesty was developed among the students of Al-Khidmat Foundation, which was really encouraging and positive contribution of the Foundation.

**Table No. 3**

Middle and High Schools established by Al-Khidmat Foundation during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Mohandari	4	217	11
2	Perhinna	3	269	8
3	Garlat	2	193	6

4	SachaKalan	2	176	3
5	Shergarh	03	307	5
Total		14	1162	33

Source: Jahanzeb Athar, (2021). Education facilities to effectives. *Communication and Publication Programme*, Al-Khidmat Foundation, Lahore, 3.

In all of these middle and secondary schools not only uniform was given to the students with books but also, a cause based education was delivered to the students of Al-Khidmat Foundation. Islamic and Ethical orientation of the students was mainly focused. The students were groomed in ethical areas. Separate education for both boys and girls was managed which was really appreciated by the masses and it was a better relief to the Earthquake affected areas. Women education was given special attention and separate educational institutions were established from where only girls were facilitated in education. So, people trusted the devotion of Al-Khidmat Foundation. Hundreds of female students were enrolled in these institutions. Since then, these academic institutions are serving the people of Hazara in education and socio-economic advancement.

### **Sungi Development Foundation**

Sungi Development Foundation was established in Pakistan with clear manifesto of serving to all irrespective of gender discriminations and sectarian or ethnic and racial distribution of the society. The core objective of the Sungi Development Foundation is society uplift in every phase of life, especially the poor and needy persons should be given new hope of life with vision development. The available resources should be utilized with best of the abilities for the benefits and construction of the society. So, for this cause Sungi Development Foundation motivated the richest people of Pakistan for the funding of donations on one hand; while, on other hand some international links were being developed to help the poor people of Pakistan. From last few years, Sungi Development Foundation is busy in Pakistan to facilitate the people in social, economic, political, religious, education and health sectors with best of her devotions (Munir, 2009). The earthquake of 2005 caused scores of troubles for the masses of Hazara Division, where only government was not able to help the affected people with its resources. So, in this difficult time, like rest of the NGOs, Sungi Development Foundation also played eminent role in rehabilitations and reconstructions of the society. Sungi Development Foundation tried to lessen the pain of the affected people by facilitating them in every sector of life with motivation of some international NGOs.

Sungi Development Foundation tried to facilitate the earthquake victims in education. In the line of fact, as a whole education of the children was preferred but females were encouraged to get admissions in academic institutions of Sungi. For this purpose, Sungi got the financial assistance from international funding and financing agencies (Mahmood, 2017). Scores of institutions were established by Organization for education progress in earthquake affected areas.

### **Table No. 4**

Primary Schools established by Sungi Development Foundation during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Ghanool	2	74	4

2	Kaghan	5	237	13
3	Sandasar	1	36	1
4	Talhata	2	71	3
5	Belian	2	49	2
6	Oghi	03	152	05
Total		15	619	28

Source: Haider Rizvi. (2021). *Cash for Choice*. Project for Earthquake victims of Khyber Pakhtunkhwa-Pakistan, Sungi Development Foundation, Peshawar, 14.

Sungi Development Foundation was the source of relief at the time of trouble and contributed positively for education development. Especially women education was preferred by Sungi for the implementation of its charter. Out of these 15 primary schools, 09 were for female education. A campaign was being launched and the people of affective areas were said to enroll their daughters in schools because literacy is the right of every individual. Till date these academic institutions are providing the best education facilities at Hazara Division against nominal dues and charges. In the year of 2019 an agreement has been signed in between the government of Khyber Pakhtunkhwa and the Executive Director of Sungi Foundation at Islamabad. Under this agreement government of KP agreed for financial support and assistance of the institutions of Sungi. Even, the services of Sungi Foundation in educational sector were appreciated by the government representative with open heart (The NEWS, 2019).

#### Table No.5

Middle and High Schools established by Sungi Development Foundation during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Bandi Atti Khan	3	204	12
2	Dewal Manal	3	200	9
3	Langrial	2	234	13
4	Shergarh	2	311	15
5	Karnol	01	71	03
Total		11	1020	52

Source: Sohail Fareed. (2021). *Cash for Choice*. Project for Earthquake victims of Khyber Pakhtunkhwa-Pakistan, Sungi Development Foundation, Peshawar, 14.

In middle and high schools, again a large number of institutions were only for female education. Out of total schools in middle and secondary education, some 07 schools were developed for female education. The turnout of these institutions was very encouraging and a better source of relief to the affected people. So, these schools put efforts to construct the society with women education. In all these schools, students were provided free of cost books and uniform and were also enlightened the fundamental rights for both men and women. For this cause, the good offices of some International Organizations were used. So, it was good effort to moderate and enlighten the society. The schools of Sungi Development Foundation remain successful to get the positive attention of the affected areas. Therefore, these schools of Sungi Foundation are considered the source of social uplift of the people of Hazara till date. Through all these educational centers, Sungi Development Foundation proved her devotions for the rehabilitations of the affectees. Sungi, a right-based

advocacy organization had been active in the affected area for about 18 years and had been involved in rehabilitation of livelihoods and health and education facilities after Earthquake of 2005. Its long presence and experience of the area gave it a unique strategic position to play a major role.

### Save the Children

The World War I, (1914-18) was the reason of several troubles and crises in the world. Thousands of people were affected and the loss of the war was unfathomable. Humanity faced many problems. In such a time, when masses were in need of social, economic, political uplift and development, various organizations and associations were the source of relief for the people. Immediately after the First World War, in 1919 Save the Children was established by Megaton Jamb (1879-1943) whose purpose was the protection of the society especially children who should be provided the basic essentials and necessities for their survival. In 1923, the charter was published by Save the Children for the protection of the fundamental rights of the children in the world irrespective of caste and creed (Mathew, 2011).

The foundation stone of the Organization was laid down with assistance of 06\$ donation and now the donation is more than 36.8 Billion Dollars per year (Mathew, The World Wars and the Miseries of Humanity, 2011). Save the Children has contributed to the society development with most excellent of its abilities. The miseries of World War II (1939-45) were much higher than the miseries of World War I. Again millions of people were affected. Hiroshima and Nagasaki of Japan were destroyed with atomic explosion and agricultural areas were converted into desert. Hundreds of diseases emerged due to the atomic war. In this time, Save the Children rendered best services for the hope of new life. In a report of League of the Nations, it was said that a number of 23600 children were affected during World War II and it was very encouraging that around 14000 children were protected and facilitated by Save the Children merely (Charlas, 1979).

As mentioned earlier, that the people of Hazara Division faced gigantic problems and difficulties after sudden Earthquake of 2005, Save the Children also contributed at that time in education facilities for the affected areas. They also built education institutions in different areas which were the source of relief for the masses. For this purpose, they acquired the services of their representatives in Pakistan and various local NGOs were financed by Save the Children for academic institutions in affected areas of Hazara Division.

**Table No. 6**

Primary Schools established by Save the Children during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Laberkot	1	56	2
2	Satbani	1	43	2
3	Shohal Mazullah	2	122	3
4	Battal	3	189	5
5	Datta	1	52	2
6	Jaborri	2	103	3
Total		10	565	17

Source: Abdullah Ibrahim. (2021). *Reconstruction and Rehabilitation project of Earthquake, Khyber Pakhtunkhwa*, Save the Children, Islamabad, 14.



Although, Save the Children is contributing a lot in health sector, but their contribution in primary education was also to a great extent positive. Especially the far reaching areas were given preference and primary education was provided with positive motivations. Secondly, a mania which was very encouraging in some of the schools of Save the Children was that; a little financial help was also given to the students. In an interview with Jalal-ud-din, Finance Secretary, Save the Children Pakistan, he said that an amount of Rs.200, 000 were given to the students in different sectors for their primary necessities with education (THE NEWS, 2019). Likewise, in several areas, uniform and books were also provided. The students were given encouraging competitive areas where they were given orientation based education by having daily necessities. Different activities were launched in these schools where student's participation was encouraged.

**Table No. 7**

Middle and High Schools established by Save the Children during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Garhi HabibUllah	01	109	04
2	Balakot	2	127	5
3	Bher kund	2	132	4
Total		5	368	13

Source: Katherine Zest. (2021). *Reconstruction and Rehabilitation Project of Earthquake*, Khyber Pakhtunkhwa, Save the Children, Islamabad, 14.

Yet again in these middle and high schools, the students were provided with the facilities of uniforms and books. For better interest of the teaching faculties, different workshops were being arranged in these schools, where the faculty participation was given appreciation. Likewise, many consultants were provided to the teachers of these schools. For honest approach of teaching faculties, refreshment facilities were given by Save the Children. Through all these efforts education was progressed and improved positively. So, like rest of the NGOs, Save the Children was also a major source of the relief for the masses. Hence, scores of the people were facilitated in different areas of life and they started new life journey with new hopes and expectations.

### Care Foundation

The World War II was the reason to get some positive concentrations of all those persons who were doing efforts of social progress and advancement of the society. The sufferings were so high and the loss of the society was unimaginable. So, right after World War II, many organizations were established and CARE was one of them. The main aim of establishing Cooperative for Assistance and Relief Everywhere (CARE Foundation) was to help the humanity everywhere in world with the concept of mutual understanding and cooperation. Humanity needs peaceful and stable life with facilities and CARE Foundation was helping to resolve human crises irrespective of the boundaries, states, politics, jurisdictions and territorial distributions (Rana, 2017). In 1945, when CARE Foundation was established, its aims and objectives were discussed in detail. It was the need of time that human crises should be resolved with peaceful efforts. It was said that being an NGO, the Foundation will serve to the humanity irrespective of caste and creed.

The major areas where CARE Foundation was responsible to help the humanity were education, health, clean water, agriculture development, food availability and rights of miserable classes. With social services, CARE Foundation is also in struggle of political awareness to the humanity in world politics. The core objective of CARE Foundation is that there should be justice based political system with equal rights implemented in world politics (Bismah, 2009). Likewise, CARE Foundation is putting efforts to eradicate poverty. So, thousands of people were facilitated fully by Foundation to resolve their economic issues. It is an effort towards the protection of human dignity and respect. After the Earthquake of 2005 in Khyber Pakhtunkhwa, CARE was also one of those organizations which were the source of relief to the land and people of Pakistan. Like rest of the departments, education development was given particular consideration by CARE Foundation and education facilities were provided to the affected people of Hazara Division. They also established education centers in different areas and motivated people to remove the illiteracy and development was preferred. Several enhanced attractive facilities were provided to the students of these schools.

**Table No. 8**

Primary Schools established by CARE Foundation during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Sath Bani	3	217	6
2	Talhata	2	71	2
3	Battal	2	103	4
4	Bhogerr Mong	1	46	2
5	Phulrraa	2	109	3
Total		10	546	17

Source: Abdul Hakim Warsi. (2021). *Deserve to Save Project*, Khyber Pakhtunkhwa, Pakistan, CARE Foundation, Lahore, 14.

With the assistance of the CARE Foundation, primary education facilities were given to the earthquake affected areas and various changes were introduced with education development. Education facilities with books and uniform were provided in schools of CARE Foundation. But in some of the areas few corruption cases were also noticed which harmed the image of Pakistan. In an interview with Nur-ud-din Ahmed, a social Mobilizer at Phulrraa, he said that five schools were recommended by the visiting team of CARE Foundation but finally up to 2020, just two primary schools were established at Phulrraa (Roznama AAJ, 2020). Likewise, some of the people were reacting on services of NGOs; that just on choice basis very limited people were facilitated in different areas. But most of the people were satisfied with social services of CARE Foundation.

**Table No.9**

Middle and High Schools established by CARE Foundation during 2005-2020 at Hazara Division

S. No	Name of Area/Place	Number of Schools	Enrolled Students	Teaching Faculty
1	Laberkot	2	93	3
2	Pairan	2	105	4
3	Belian	03	143	05
4	Bherkund	3	167	5

5	Shergarh	2	118	4
Total		12	626	21

Source: Umme Farwa Naeem. (2021). *Deserve to Save Project*, Khyber Pakhtunkhwa, Pakistan, CARE Foundation, Lahore, 14.

CARE Foundation also adopted the facilities criteria like the other NGOs where the students were facilitated with free uniform and books facilities. Out of these 12 schools, 5 schools were reserved for female education. The gigantic motivation was commenced in affected areas where female education was encouraged. Like Sungi Foundation, CARE Foundation also worked to increase women education in Pakistan. They were also successful in getting the support of international donors for this cause.

All above-mentioned education facilities of NGOs played a positive role of society construction. But still there were few people in earthquake affected areas who were not satisfied with these facilities. As Javed Umar (Ex. Tehsil Nazim, Oghi) viewed that we have got the good offices of NGOs for the reconstruction and rehabilitations of the affected areas of Oghi and 15 projects were accepted for the region but hardly 05 were completed up to 2020. Similarly, Habib-Ur-Rehman Tanoli (Ex. Provincial Minister, KP), was also not satisfied with the performance of the NGOs. He stated that the nominees of these Organizations were not morally good. They preferred the ethnicity and racism in society development. He viewed that about 70 crore dollars were collected for the reconstruction and rehabilitation of the Hazara Division but the practical investment is not more than 20 crore dollars (Roznama Express, 2020). In an interview with Baba Haider Zaman (Social Mobilizer and leader of the Tehrik-i-Hazara), he showed his satisfaction due to some reasons, though he also raised some questions on slow progress of the development of affected areas of Hazara Division. He appreciated the role of NGOs for the reconstruction and rehabilitation of the Hazara Division. He stated that only Government of Pakistan was not in a position to handle the situation, so, we cannot deny the role of NGOs. Though the progress is very slow but somehow some areas are facilitated and constructed. We are thankful for their cooperation (Roznama Shamal, 2017).

## CONCLUSION

Earthquake of October 2005 was indeed a nightmare, especially for the Hazara Division and northern parts of Pakistan. It was really unforgettable when schools, hospitals, houses, agriculture production, even animals were destroyed. A strange fear was spread everywhere and most of the people were in shock. However, in these unutterable tragic circumstances, the role of the NGOs both national and international was commendable. The major NGOs of the world and Pakistan were putting efforts to rehabilitate the earthquake victims along with the Government of Pakistan. As the news of this tragedy spread to length and breadth of Pakistan, a number of other organizations and hundreds and thousands of people also came forward to the affected areas and left no stone unturned in helping to rescue people and their rehabilitation. Similarly, the international NGOs also started coming into the area and also put their due share in the rescue and rehabilitation services of the people. Likewise, Sungi Development Foundation, Save the Children, CARE Foundation, all were doing struggles to resolve the problems of the earthquake victims. They prioritized the education services and provided education facilities in Hazara Division. The institutions which were established during the services of these NGOs are still a source of relief in education. Till date

thousands of our students in Hazara are acquiring quality education from these institutions and enabling their self to face the challenges of existence.

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