

Challenges to Education in Balochistan: The Case study of Turbat

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Abstract

The research paper sheds light on the challenges in the educational sector of Balochistan, the largest province of Pakistan. The research aims to highlight the major issues in the education institutions of Balochistan through primary data. The research paper aims to contribute positively to the educational area of the province so that it can enlighten the lives of the people. Also, the research was specified which was Turbat City because Turbat City faces several challenges in terms of educational system. The research is conducted through the mixed method of data collection. Furthermore, this research only covers the educational area of the province and not the other areas of the province namely political or economic. Similarly, this research is only limited to Balochistan and not to the other provinces of the country. Undoubtedly, there has been several research conducted in this field but this research paper deals with the challenges of the educational system of Balochistan with an in-depth analysis of the case study of the Turbat city.

Keywords: Education, Balochistan, Turbat, Educational reforms.

Introduction

Balochistan is the largest province of Pakistan with [14,894,402 area and 42.90/km population](#). Yet, the province is facing several issues that act as a barrier to its development and the progress of the country. One such manifold matter is the educational system of the province. Undoubtedly, Education is the basic pillar for growth in any society. It decides the fate of the citizens of a country. Education is the light in the darkest sight and a ship in the blustery ocean. However, the importance of this treasure is not considered in its true sense in Balochistan. It faces several issues, mainly infrastructural issues, gender disparity, curriculum structure issues, teacher's issues, and poor monitoring & evaluation systems. (Irshad, 2022) Among the issues of the educational system of Balochistan, the infrastructural issue is of the primary concern. The lack of buildings, furniture, and basic facilities mainly electricity and clean water brings the infrastructural constraints. As a result, less number of students get enrolled in schools and a poor educational system is born. Similarly, the gender disparity in the educational system of Balochistan is another major reason that hinders its development. It causes a low literacy rate in the province and wastes a significant human resource. The causes of this gender disparity are the

Conservative societal norms, the far-away schools, the security concerns, the poor facilities, and the financial constraints. (Khan, 2021)

Another persisting issue in the educational setup of the province is the outdated curriculum. The curriculum of the province is based on the cramming system, which compels the students to cram the texts rather than understand them. In addition, the curriculum is neither designed as per the needs of modern education nor the society and culture. Likewise, at the primary level, the students are compelled to study in English or Urdu rather than their local languages, which leads them to get stuck in the language issues and not concentrate on the concepts. (Panezai, 2023)

Undoubtedly, the teachers act as a backbone of the educational system. They are the ones who guide the students. Yet, the province faces several issues in terms of teachers. Most of the institutions face a teacher shortage. While others face a lack of trained teachers. (Kakar, 2022) Even in rural areas, there persists the concept of the *evzi* system by which the teachers receive their payments but they never teach in the schools. Consequently, another issue is the absence of a proper monetary and evaluation system. (Baig, 2024) The policies that are made by the government, are not implemented properly. Similarly, there is the absence of such a body that can keep an eye on the teachers and the system as a whole.

All the cities of Balochistan face challenges in terms of education. This is the major reason behind the educational backwardness of the province. Further, this educational backwardness causes unemployment, illiteracy, poverty, crime rate, and other social evils in the province. Similar challenges are faced by Turbat which is the second-largest city in the province. Quetta is the first largest city. The condition of Quetta is better than the other cities of the province. Still, Quetta also faces several issues in terms of education.

The issues faced by the educational system of Turbat compel its residents to move towards other areas of the province mainly Quetta. The purpose behind this migration is the challenges faced by the city in terms of education. Now, the question arises what are the challenges that are faced by the city in terms of its educational system? Therefore, to answer this question, this research is conducted by keeping in view the educational system of Turbat city of Balochistan ways include the ghost school, the *Evzi* system (teachers receive salaries but don't teach), cheating in exams, misuse of funds, limited qualified teachers, scholarship corruption, and poor infrastructural systems (Chaudhry, 2017). The Balochistan Education Sector Plan (BESP) 2020-2025 is a five-year plan to improve education in the Balochistan province of Pakistan. The plan prioritizes learning and access/participation as the two most important areas for improvement. It also emphasizes improved governance, management, and data collection. A focus is placed on ensuring girls' education and addressing the needs of

children with special needs. (Balochistan Education Plan, 2020-2025). Kakar (2022) highlights the importance of reforms in the educational sector in his article, as per it the developed states have benefited from the school reforms while the developing nations cannot because of not implementing the reforms in their proper form. The same has happened with Pakistan with almost all of its educational reforms. The worst monitoring & evaluation system acts as a barrier to educational reforms as it cannot even keep the record of the ghost schools of the province, the attendance of the teachers, and the interests of students in learning. Turbat's primary schools lack basic requirements including drinkable water. The government neglects these schools and fails to improve the situation. Therefore, the government needs to improve the investment in primary education to improve the primary-level education system. (Baloch, 2020) Turbat lacks qualified teachers. As a result, the quality of education in Turbat is low. It later turns schools into "haunted buildings" due to a lack of students. (Haleem, 2024) The quality of education is low in Turbat which compels the students to go to a field of work other than education. Also, due to the weak quality of education in government schools, they fail to bring the children into government schools. Likewise, private schools are expensive which causes them to remain deprived of education. Thus, it increases the illiteracy rate in the province. (Niaz, 2016) Turbat possesses a high number of ghost schools and a high number of teacher's absentees. This causes the students to cheat in the exams. As a result, an unknowledgeable youth came to the page. (Barkat, 2016) Child labor is widespread in Turbat due to several societal hardships faced by them mainly poverty, unemployment, and inflation. Therefore, the children prefer going to the work field rather than school. This increases the illiteracy rate in the province (Shahbeer, 2024).

Research Methodology

This study is important because it delves into the educational system of the province by studying the educational system of Turbat specifically. Furthermore, it also keeps in view the condition of infrastructure, basic needs, curriculum, and teachers in Turbat City specifically and Balochistan generally. Likewise, the research addresses ten questions that cover almost all the dimensions of the topic and provide insight into the hardships that exist in the educational setup of Turbat City generally and Balochistan province specifically. Interestingly, there has been several research conducted in this field. However, this paper is essential because it sheds light on the topic through the case study of Turbat City. Also, this study is significant because it uses both the qualitative and the quantitative methods of data collection. The research frames ten questions on the educational system in Turbat and gets them filled in by the respondents from Turbat until the data reaches the saturation level. The survey brought forward several challenges faced by the education system of the province. All the findings of the research are discussed in the research paper explanatorily. The research is conducted because the researcher is a resident of the province and is highly affected by its condition. Therefore, the researcher found it necessary to

address the issues and conditions of post-colonial Balochistan.

Literature Review

Balochistan has a low population density and high poverty rates, making it challenging to deliver education services. The province has the lowest literacy rates in Pakistan, especially among rural females. While there has been increased investment in education, learning outcomes have not improved significantly. (Balochistan Education plan, 2020)

The educational system of Balochistan faces several hardships that hinder its progress. The main issues are the infrastructural issues due to the lack of rooms, buildings, furniture, and basic facilities such as electricity and clean water. (Chachar, 2023). The teachers are the cornerstones of the educational system. They influence the academic performance of the students because they mainly transform the concepts into practical ways. However, the condition of teachers in Balochistan is worse. (Ahmed, 2023)

The performance of the faculty is directly proportional to their job satisfaction and is influenced by training & development, compensation & benefits, and the working conditions. Furthermore, the faculty members act as the backbone of the education system (Irshad, 2022). Quality education is highly associated with a teacher's motivation, training, and content knowledge. While a teacher's absence highly affects the quality of education. The recommendations involved increasing the teacher's training, job requirements, reduction of teachers' absentees, moral and material recognition to increase their motivation, equitable salary, and a suitable working environment. (Ahmed, 2023)

The factors that motivate teachers include safety, good salary, interesting work, promotion and growth, appreciation at work, proper working environment, and help in personal matters, and loyalty to employees. The author said that security and good-salary are the most important among them. (Malik, 2009). The gender disparity in the educational system of Balochistan is at a high level. Inadequate financial resources, long school distances, parent's security concerns, societal factors, and scarcity of facilities are the causes of gender disparity in the education system. (Samar, 2021)

The female in the province faces disparity in terms of access to education which causes the low literacy of females in Balochistan. The four major reasons that ignite this situation are namely the lack of basic facilities, lack of qualified teachers, lack of enrolment, and financial constraints. The lack of basic facilities includes the infrastructure, transport system, textbooks, and uniforms. Parent's perceptions and social norms are responsible

for the low enrollment. Low income and poverty are other reasons. (Khan, 2021)

The disparity in the educational system also exists among the four provinces of Pakistan, and secondly among the different classes of people within a province. Also, disparities are based on the urban/rural, region, gender, and others. (Bano, 2008). There exists the loopholes of the textbooks' distribution which is agreed by the teachers and parents who said that the books were distributed lately and in fewer numbers. The curriculum is

neither designed according to the needs of the modern system nor the society and culture. (Kakar, 2022)

The students of rural areas of Balochistan face several obstacles that motivate them to migrate to Quetta because Quetta has a better educational setup and increased opportunities. Also, it highlighted the improved socio-economic conditions, the improved technologies, and the increased opportunities in the urban areas. (Baig, 2024). The number of universities in Balochistan has increased and so does the student enrollment. However, the quality of higher education in Balochistan lags behind the other provinces. (Khan, 2023). The influence of the Sardari system on the education system is very strong in the rural areas of the province. The

The research method that has been used in this research paper is the mixed method therefore it lies in the pragmatic research philosophy. This paper aims to delve into the challenges faced by the education system of Balochistan therefore for more valid data the mixed method has been used. For the qualitative method, the researcher consulted the secondary source of data collection because the researcher used the existing literature on the topic. The researcher used existing papers, interviews, books, articles, newspapers, and the internet. However, for the quantitative method of data collection, the researcher adopted the primary method of data collection. The researcher went for the method of survey in the quantitative method. A questionnaire that contained 10 questions was spread among the people and they were asked to respond to the questions either in agree or disagree. The research universe was Turbat because the educational institutions of Turbat face several issues. Also, accessing the respondents in Turbat was easy for the researcher.

The Case Study

The research used Turbat as the research universe. Turbat is the second-largest city in Balochistan, located in the south and serving as the administrative center of the Kech district. Historically, it was the capital of the Makran state. The literacy rate in Turbat is around 45%. The government of Balochistan manages educational institutions. The Kech District Education Plan (2016-2021) reveals: 40% educational attainment for 10-15 year olds. 48% educational attainment for under 10 year olds. 50% of boys and 53% of girls (6-15 age group) are out of school.

The research universe was considered Turbat because of the educational issues it faces. Turbat faces many issues in accessing quality education. As Baloch (2020) highlighted the province receives billions of investments for development projects however the need is to use this money in the area of education rather than other sectors. Further, Baloch (2020) presents the poor education of the primary schools in Turbat which lags in terms of necessities such as electricity, water, and sanitation. The people of the city consider the government as the major culprit of these conditions.

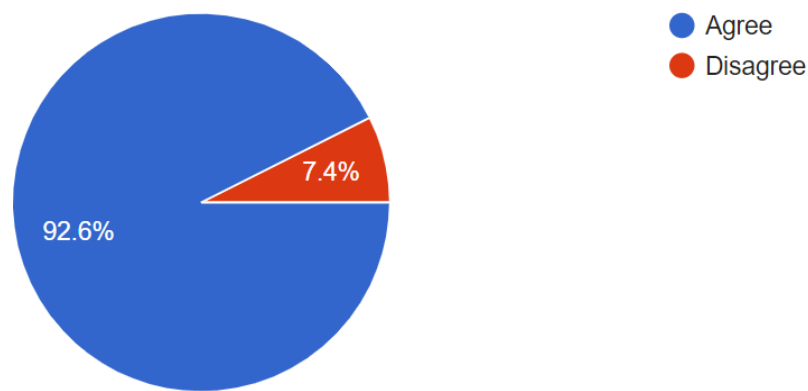
Despite these, Haleem (2024) says that the lack of teachers in educational institutions is another issue in the city. This shortage has caused a decline in education quality and caused the loss of human and non-human resources.

For instance, the land for educational institutions is present but not utilized properly. Moreover, Haleem (2024) says that the root cause of this teacher shortage and the other major issues in the educational institutes. This shortage has caused a decline in education quality and caused the loss of human and non-human resources. For instance, the land for educational institutions is present but not utilized properly.

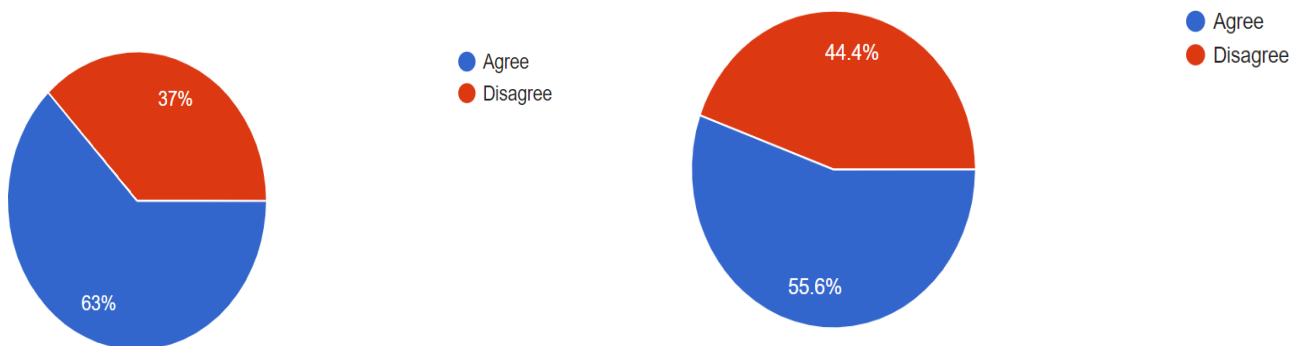
Consequently, Niaz (2016) highlights the poor quality of education in government schools of Turbat, Balochistan. As per him, the Government schools lack necessities like qualified teachers, clean water, proper infrastructure, and modern equipment. As a result, students lag in terms of quality education and think of themselves as marginalized people. Also, they go through several psychological issues mainly frustration, depression, and anxiety. Moreover, Niaz claims that the unstable condition of government schools and institutions leads the private sector to prevail in society and make education a victim of the capitalist system.

According to Barkat (2016), another prevailing issue in the education system is the presence of "ghost teachers." Many teachers are employees but are absent from their duties. Some have private jobs, work abroad, or simply don't teach while present at school. This lack of qualified teachers leads to core subjects like science and math having no instructors. As a result, students are left without proper education and resort to cheating to pass exams. This results in poorly educated graduates, and not genuinely knowledgeable youth. Another critical issue in the area of education according to Shahbeer (2024) is the issue of child labor in Turbat, Balochistan. The families compel their children to go towards child labor rather than towards education because they face several issues mainly poverty, unemployment, and other issues.

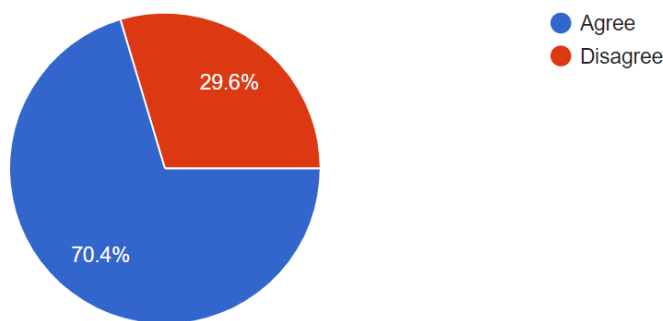
As a result, the children are left behind in the field of education and also they go through several psychological constraints. Therefore, child labor in Turbat acts as a barrier to the personal growth of the children and also the progress of the society as a whole. The research comprised 10 questions because these ten questions covered all of the dimensions of the educational system. The first question was “Do you think that the teachers of the educational institutions of Turbat need to be equipped with the new teaching styles and should be provided with training?”this question focused on the equipment of the teachers of Turbat with modern education skills and their requirement for training. To this question, 92.6% of the respondents agreed. While 7.4% disagreed



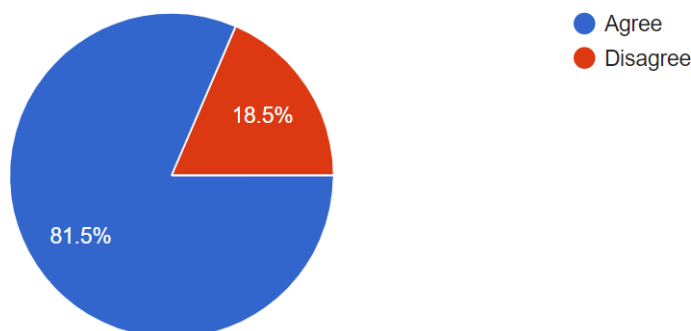
The second question was “Do you think that Turbat is behind in the proper and stable infrastructure for the educational institutions?”81.5% of the respondents agreed with it. While 18.5% disagreed with the question. Further, regarding the third question “Do you think that the educational institutions of turbat have no or poor access to basic needs?” 63% of the respondents showed consent while 37% disagreed.



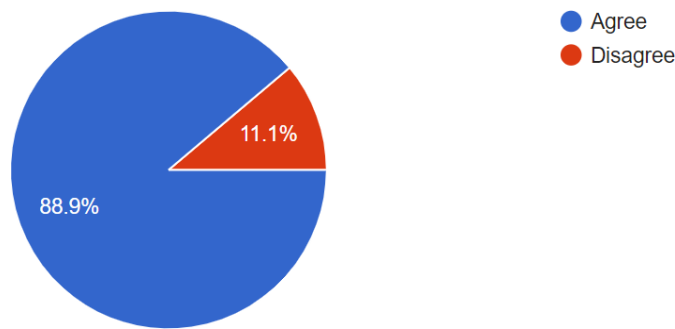
Consequently, the 4th question was “Do you think that the cultural and religious factors contribute to the lesser number of girls in educational institutions in Turbat?” On the question of the role of social and cultural factors in the gender disparity of the education system, 55.6% of the respondents showed agreement while 44.4% of them disagreed. The 5th question was “Do you think that the security conditions of the province affect badly the educational situation of turbat?” Thus when asked about the negative effect of the security condition of the province on Educational performance, 70.4% of the respondents agreed while 29.6% disagreed.



The 6th question was “Do you think that the curriculum of the educational institutions of turbat is outdated and needs reforms?” When asked about the need to bring reforms in the curriculum and update it as per the needs of the modern education system, 81.5% of the respondents showed consent while 18.5% of them rejected it. The 7th question was “Do you think that the number of out-of-school children is high in turbat?” on this question of the many out-of-school children in Turbat, 76% agreed while 24% disagreed. The 8th question was “Do you think that the local influential people in turbat can affect the number of children in schools either negatively or positively?” On the role of the local influential people in affecting the education system either negatively or positively 81.5% of the respondents agreed while 18.5% disagreed.



The 9th question was “Do you think that the budget allocation in the educational section is lesser in the province and needs reforms?” On this question of the lesser budget allocation in the educational sector of Balochistan and the requirement of bringing reforms in the budget allocation, 88.9% of the respondents agreed while 11.1% of them disagreed.



The 10th question was “Do you think that the policy implementation in the area of education is weak in the province of Balochistan?” On this question of the weak policy implementation in the area of education in Balochistan, 80% of the respondents agreed while 20% of them disagreed.

Discussion

Balochistan is the largest province of Pakistan however it is facing several issues. Even the education sector of the province faces issues. Education, which is an essential weapon for bringing positive change in society, is not given priority by those people who are in authority. One of the manifold issues in the area of education is the lack of qualified and trained teachers. (Chachar, 2023). Irshad (2022) wrote about how the performance of the faculty is directly proportional to their job satisfaction and is influenced by training & development, compensation & benefits, and working conditions. Furthermore, the faculty members act as the backbone of the education system. Ahmed (2023) in his article presents the importance of teachers as the cornerstones in the educational system. They influence the academic performance of the students because they mainly transform the concepts into practical ways. However, the condition of teachers in Balochistan is worse. For instance, primary teaching possesses the education of matriculation mostly. Many teachers do not possess knowledge of their subjects even. Therefore, quality education is highly associated with a teacher’s motivation, training, and content knowledge. While a teacher’s absence highly affects the quality of education.

Moreover, Kakar (2022) said that there exists a kind of loophole in the textbooks' distribution. It was also asserted by the teachers and the parents who said that the books were distributed lately and in fewer numbers. Kakar (2022) further said that the teachers of the province are neither recruited based on merit nor are they trained. Also, the teachers and parents are left aside during policy formation. Less competent teachers and their shortage is another issue faced by the province. The teachers think that the current environment is the best one to implement the reforms while the parents think the opposite. In his work, Malik (2009) deals with the factors that motivate the teachers in the UOB. The factors included safety, good salary, interesting work, promotion and growth, appreciation at work, proper working environment, help in personal matters, and loyalty to employees. Also, security and good-salary are the most important among them.

Consequently, another issue is faced by the rural areas of the province. As Baig (2024) asserts the obstacles faced by the students of rural areas of Baluchistan motivate them to migrate to Quetta because of the improved socio-economic conditions, the improved technologies, and the increased opportunities in the urban areas. In the case of Balochistan, Quetta is a developed city and possesses several areas for opportunities for the people. Therefore, most people in rural areas prefer living in Quetta rather than their tribal areas.

One of the dominant issues of the educational condition of Balochistan is the prevailing gender disparity in the province. The long-distance schools from their places of residence is another issue, which further brings the gender disparity in the providence of education. All of these results in the low enrollment of children in the school (Chachar,2023). Similarly, Samar & Ahmed (2021) in their article highlights the gender disparity in the educational system of Balochistan. Their research showed that inadequate financial resources, long school distances, parent's security concerns, societal factors, and scarcity of facilities are the causes of gender disparity in the education system. They further added that the MDGs emphasized the significance of education yet Pakistan's rural areas could not achieve it. Moreover, the SDG 4 and SDG 5 also focus on the same area.

Accordingly, Khan (2020) in his research paper finds out the barriers to the low literacy of females in Balochistan. It found four major reasons namely lack of basic facilities, lack of qualified teachers, lack of enrolment, and financial constraints. The lack of basic facilities includes the infrastructure, transport system, textbooks, and uniforms. Likewise, Parent's perceptions and social norms are responsible for the low enrollment of females in the educational institutions of the province. Also, Low income and poverty are other reasons that act as shackles and lead women to remain caged in the cage of illiteracy.

In the same way, Bano (2008) starts the report on the education for all global monitoring report 2009. The report

explains the disparity in the educational system among the four provinces of Pakistan, and secondly among the different classes of people within a province. Also, disparities are based on the urban/rural, region, gender, and others. Thus, according to Samar & Ahmed (2021), gender disparity can be reduced to a great extent if tribal and religious leaders, Government agencies, and education policy makers intervene to reduce the rate of gender disparity in the educational system.

Moreover, another survey was done by Rahman (2021). The survey brought forward several issues about the education system of Pakistan. Firstly, it highlighted the issues mainly low enrollment, less budget allocation, and not completing the schools. Secondly, it presented the types of schools namely madrasas, public schools, private schools, and English medium schools. Thirdly, it spoke about the quality of schools which is because of the government funding on the top is the English medium ones. Lastly, the report said that the poor education system causes several social issues due to extremism and inequality. Likewise, according to Chachar (2023), the educational system of Balochistan faces several hardships that hinder its progress. The main issues are the infrastructural issues due to the lack of rooms, buildings, furniture, and basic facilities such as electricity and clean water.

Another issue that is faced by Balochistan is the sardari system which is strong in the province and pushes the education sector behind in terms of development. The influence of the Sardari system on the education system. The ways include the ghost school, the Evzi system (teachers receive salaries but don't teach), cheating in exams, misuse of funds, limited qualified teachers, scholarship corruption, and poor infrastructural systems. All these cause low enrollment and later poor socio-economic systems. Therefore, the government should take such measures that should weaken the power of the sardari system, and increase the monetary system. (Chaudhry, 2017)

The government has been framing several plans to tackle the issues in the educational sector and also to take it towards development. Bano (2008) presented one such plan that was framed by the government to tackle these issues in the area of education. It was the education plan of 2001 that presented the strategies for reforms which included increasing investment in education, increasing the number of state schools, improving teacher training, etc. All these were decided to be done through the Public-private partnerships. However, these strategies failed because of several reasons. Firstly, the NGOs that were involved in this strategy were small-scale and could not invest much. Further, they gave more importance to the urban areas. Also, the government did not collaborate with the NGOs properly and considered them only the tickets to gain investment for the country from the international bodies. Therefore, the PPP failed in the country.

Similarly, Panezai (2023) presents that the policymakers of Pakistan updated the 2009 educational policy by shifting the education system from monolingual to bilingual. As a consequence, the students of the primary level had to learn three languages and it caused several issues for them. Therefore, the research dealt with the teachers' opinions about multilingual education and says that they considered it beneficial because it ends the bridge between home and school and helps the students to learn easily by increasing their cognitive and academic abilities, however, the challenges were that the students may learn English lately.

Moreover, Chachar (2023) mentioned the Balochistan Education Policy 2014 in his research paper. The education policy highlighted the significance of policy reforms through increased budget allocation, promotion of girls' education, and improved infrastructure. In the same way, The Balochistan Education Sector Plan (BESP) 2020-2025 has been framed for the educational sector of the province. The plan gives importance to improved learning and access to education as the two most important areas for improvement in the educational sector. It also emphasizes improved governance, management, and data collection. A focus is placed on ensuring girls' education and addressing the needs of children with special needs.

Several researchers have tried to enlighten this dark room of the educational sector by providing recommendations. Kakar's (2022) article opens by highlighting the importance of reforms in the educational sector, as the developed states have benefited from the school reforms while the developing nations cannot because of not implementing these forms in their proper form. The same has happened with Pakistan with almost all of its educational reforms. Ahmed (2023) gave recommendations that involved increasing the teachers' training, job requirements, reduction of teachers' absentees, moral and material recognition to increase their motivation, equitable salary, and a suitable working environment.

Kakar (2022) further said that in implementing educational reforms, the infrastructure plays a central role while the infrastructure of the province is neither constructed nor renovated. The low enrollment ratio also increases due to fewer public schools and highly costly private schools. The worst monitoring & evaluation system acts as a barrier to educational reforms as it cannot even keep the record of the ghost schools of the province, the attendance of the teachers, and the interests of students in learning. The curriculum is neither designed according to the needs of the modern system nor the society and culture. He also provided several reform recommendations that dealt with the integrated policies, including teacher training and recruitment, cooperation between the teachers and parents, the construction and renovation of infrastructure, enhanced monetary & evaluation system, and curriculum development and teachers' involvement in it.

The qualitative research's result shows that Balochistan lacks quality education in its educational institutions.

As the survey is based on quantitative research and the targeted population belonged to Turbat, the second-largest city in Balochistan. By bringing to light the findings of the research in Turbat and correlating it with the qualitative data, we find out that several issues are faced by the educational system of Balochistan. The educational institutions of Balochistan lag in terms of stable infrastructure and basic facilities. Furthermore, the educational system faces a shortage of qualified teachers. Even most educational institutions mainly schools possess a high number of teachers' absentees which causes an increase in the number of ghost schools. Teachers are the spinal cord of any educational institution and they provide knowledge to the students. Therefore, their absence takes the basic essence of education away and leaves the students in the rooms of disperses and darkness.

Another issue that exists in the educational system of the province is the outdated curriculum. The curriculum of the educational system in the province is mainly based on the pillars of memorization, cramming, and traditional teaching methods. However, the modern education system has turned to new patterns of learning which mainly is based on critical thinking, multilingual systems, and research. Similar findings were gained through the research in Turbat as most of the respondents believed that the curriculum was based on old traditions. Thus it required reforms.

The number of out-of-school children is increasingly high in the province as the results of the survey in Turbat city also proved. This high number of children in schools has its links with the high numbers of child labor as well. The results of the survey in Turbat showed that most parents prefer sending their children to work rather than to schools due to the issues faced by them mainly poverty, unemployment, and high inflation. Similarly, the number of females in the educational institutions of the province is lower than the number of males. This gender disparity exists for several reasons mainly the cultural and religious ideas of the people. Also, this gender disparity is recognized by the residents of Turbat who said that the gender disparity acts as a barrier to the participation of females in all the sectors of the development of the country.

In a nutshell, the education system of Balochistan is going through so many hardships, and to tackle them the government has provided several frameworks. A few recommendations were given by Khan (2020) which included increased budget allocation, improved infrastructure and basic facilities, teacher training, awareness campaigns on the importance of education, social movements to counter conservative ideas, and more involvement of government in this matter. However, the two major issues come in the proper implementation of the presented framework and the budget allocation for the educational sector of the province. The same was proved by the results of the survey in the Turbat city. On the question of the lesser budget allocation in the educational sector of Balochistan and the requirement of bringing reforms in the budget allocation, 88% of the

respondents agreed while 12% of them disagreed. On the question of the weak policy implementation in the area of education in Balochistan, 80% of the respondents agreed while 20% of them disagreed.

Recommendations & Conclusion

In light of these reasons, the educational setup of the province requires reforms. Firstly, the government needs to take a few steps. Starting from the budget allocation, the government needs to increase the budget proportion for the educational sector of the province. This step will ensure the improved infrastructure as the educational institutions will be able to improve their buildings, furniture, and basic facilities. Also, the government should take a crucial step for the enhancement of the curriculum by injecting the attributes of critical thinking, reasoning, and specific skills mainly communication, writing, and presentation skills. Likewise, the opportunities for teachers should be increased in the form of training, workshops, and cooperation. Moreover, the teacher's selection process should be based on restrictions so that the selection of qualified and able teachers can be enforced.

In the same way, awareness should be spread among the people mainly in the rural areas so that they can send the girls to schools. This awareness can be achieved properly through the collaborative approach of the teachers, the influential people of the society, and the government. Furthermore, for the investment in the educational setup, the governments should adopt the approach of Public-private partnerships through collaborating with the NGOs. This will bring a proper proportion of investment which will help improve the condition of the educational institutions as a result it will improve the educational system and increase the enrollment in them. Above all, the government needs to establish an effective check and balance system by establishing a body that can keep an eye on the affairs of educational institutions. This step will strengthen the monetary and evaluation system and help in the enforcement of the reforms.

Accordingly, the government needs to create and maintain a system of checks and balances to ensure the proper implementation of the designed framework. Also, the system of checks and balances should keep an eye on the stable working of reforms and the utilization of the allocated budget in the area of education and for the welfare of people.

To sum up, Balochistan possesses a great human resource who can participate in the development of the country. However, they are unable to take an active part due to the poor educational structure. Therefore, the government needs to bring reforms in the educational setup through policy implementation, so that the youth of the province can play their constructive role in the development of the country.

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