

**SPATIAL VARIATION IN EDUCATIONAL SPECTRUM IN  
ASSOCIATION WITH FISCAL ALLOCATION:  
A CASE OF BALOCHISTAN IN PAKISTAN**

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**ABSTRACT**

*This research describes the education sector of Balochistan in relation with fiscal allocation. It establishes a relationship of the quality and quantity of teachers and schools with literacy rate, then literacy rate with education budget of the province. For this study, two different methodological approaches are used, such as the qualitative method based on interviews of experts and past research findings. The quantitative method based on secondary data obtained from directorate of education and finance department government of Balochistan. According to this paper education in Balochistan is facing a shortage of schools, especially for girls, a shortage of trained teachers, a shortage of middle and secondary schools, and too many 'single-teacher' and/or overcrowded schools. The empirical results suggests a weak correlation of education budget with literacy rate but a strong relationship of literacy rate with schools and teachers at middle and secondary levels. A cumulative decrease of 3% in literacy rate has been observed for 2012 to 2014 under the specification of maximum education budget as compared with past. The purpose of this study is to explore the co-relation of funding and vast geography which is directly or indirectly affecting the education sector in Balochistan.*

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**Keywords:** Balochistan, Education, Literacy, Budget, Qualitative and Quantitative Research.

**INTRODUCTION**

Balochistan is one of the four federating units/provinces of Pakistan. Since the division of United India in 1947 A.D., into two sovereign states, Pakistan constitutionally became a federal state. In Pakistan political, administrative and financial powers are distributed among federal and provincial governments, to keep united the culturally and linguistically divided nationalities (Khan, 2014).

Balochistan, an area of geo-strategic importance rich in oil, gas and other natural resources (Bansal, 2006; Grare, 2006) has remained a less privileged region in terms of health and education since 1948 A.D. (Faiz, 2015). Some scholars, however, underline many causes are primarily responsible for state of education: (1) Economic deprivation, (2) Geo-strategic location of Balochistan, (3) Lack of government interest, (4) Educational policies, and (5) Tribal structure of the Balochistan (Wirsing, 2008).

According to these scholars, various sources and statistics the people of Balochistan (including all ethnic groups) are dissatisfied with the existing limited education. They made the claim on the basis of the facts that the state of education in the province is poor and the number of students dropping out is increasing. Researchers and academics often blame and criticize both the provincial government of Balochistan and the federal government of Pakistan, holding them primarily responsible for this devastating condition of education in the province. In this context this paper examines that the quality and quantity of teachers and schools, as well as other problems, are directly affected by allocation of funding and the scattered population of the province which almost half of the country (Pakistan) as discussed below.

#### **METHODOLOGY**

The methodology for this study is mix (qualitative and quantitative) to describe and critically evaluate the state of education in Balochistan. This research is exploratory based on, primary sources, such as interviews, past research findings and the statistics of education sector.

#### **DATA SOURCE**

Various data sources are used to collect the data for this research, such as finance department, education department of Government of Balochistan. Other sources are, for instance, historical documents, books, journal articles and also internet have been used. Some of the data evaluated in this study is collected through conducting personal interviews with academicians, political commentators and experts on education in Balochistan.

**MEASURES**

The annual allocation of budget on education, the literacy rate of Balochistan, total number of primary schools (TNPS), total number of primary school teachers (TNPT), total number of middle schools (TNMS), total number of middle school teachers (TNMT), total number of high schools (TNHS) and total number of high school teachers (TNHT) are the measures for this study. The annual figures used in this analysis for 20 years starting from 2006 A.D. to 2014 A.D. are considered sufficient to deliver the required information for this study.

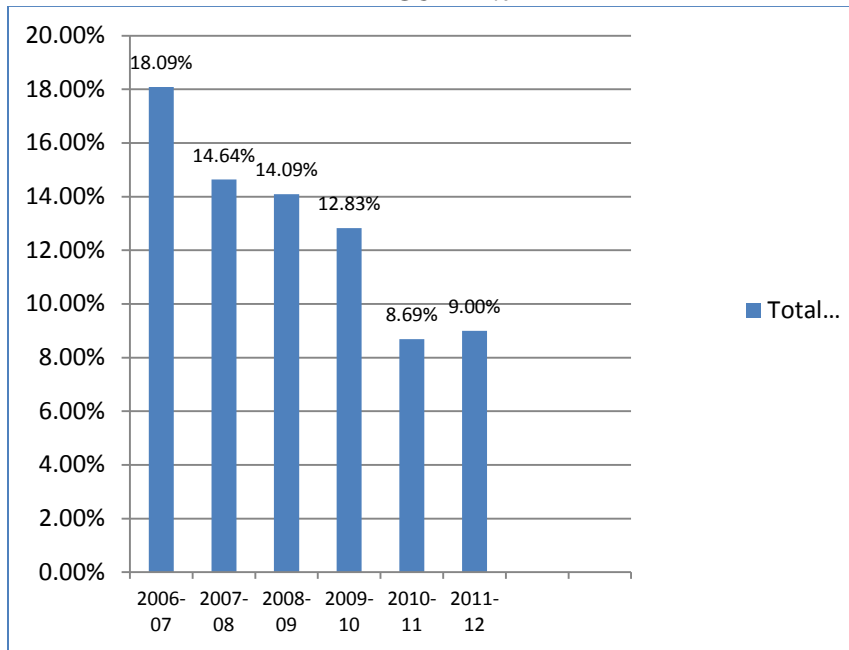
**METHOD**

The two different statistical techniques correlation and graphical analysis are used to evaluate and analyze the given set of data. The graphical analysis is useful analysis where the objective is to find a trend of data values with respect to time. The correlation analysis is used to figure out the strength of linear association between two variable quantities.

**THE EDUCATION BUDGET OF THE PROVINCE**

One government official, Nizam-ud-Din Mengal, Additional Director of Education (Schools) Balochistan states that in Pakistan the total budget for education is only 2% of GDP. This is claimed by the government. Unlike Pakistan, many countries in the region are spending 5% to 6 % of their GDP on education. Without mentioning the names of these countries, he claims that the total budget being spent in Balochistan is 1.5 % of the province's GDP. The education budget in the Public Sector Development Programme (PSDP) in 2005-06 A.D. was 16.92%, which then decreased considerably to no more than 5.96% by 2012-13 A.D. (PSDP, 2013).

FIGURE-1.0



SOURCE: Public Sector Development Programme (PSDP) Balochistan

The meager budget allocated to education is barely enough for quality improvements such as teacher training, curriculum development, supervision and monitoring. In this situation the expansion of education has remained a dream. A very high portion of the education budget is spent on incumbent and recurrent heads, consisting mainly of their high salaries, in contrast to the inadequate amount spent on quality improvements.

This demonstrates the lack of priority given to education in Balochistan by the government. According to Munir Ahamed Gichki, Director Area Study Centre University of Balochistan, education has always been a dream of the people of Balochistan, which clearly shows that education in the province has never been considered a priority by the ruling elite. The no-cost/budget activities are more relevant to management, governance and coordination. If identified actions were taken in the 'real' spirit, the majority of the issues would be solved, such as the provision of furniture, the construction of additional classrooms and provision of basic facilities including electricity and drinking water. There is a strong need for cohesive

planning and the provision of adequate financial resources in order to obtain the optimum results from these schools. Delays in construction/repair work usually negatively affect enrolment, increase the drop-out rate and reduce the overall quality of education, besides demotivating the teachers who, despite all these difficulties, are performing their duties honestly and efficiently.

According to Ahmed (2013), a critical look at the education budget in Balochistan shows that education has been neglected under both dictatorial regimes and civilian governments. For instance, he mentions that during the 1990s education expenditure to GNP was 2.3% (see Economic Survey of Pakistan, 2009-10). Similarly, during Benazir Bhutto's (the first female Prime Minister of Pakistan) second tenure (1993-1996), female education, particularly in the least developed province of Balochistan, received considerable attention but such attention failed to have much impact (Ahmed, 2013:93). It is worth pointing out that, according to some estimates, Balochistan, with a non-existent "female education infrastructure witnessed the lowest female literacy rates in the world".

#### **SCATTERED POPULATION OF THE PROVINCE**

The government claims that, there are so many challenges, little can be done for education in Balochistan. For example, according to the official stance, Balochistan's topographical structure/location, its vast mountainous areas and great expanse of territory, its deep valleys with sparse populations, and its tribal structure have all remained hurdles to be surmounted (GoB, 2012:18). Balochistan is the largest province in Pakistan in terms of land area. It is the smallest in terms of population and is lacking massive inputs of capital and technical expertise, communication, and transportation networks.

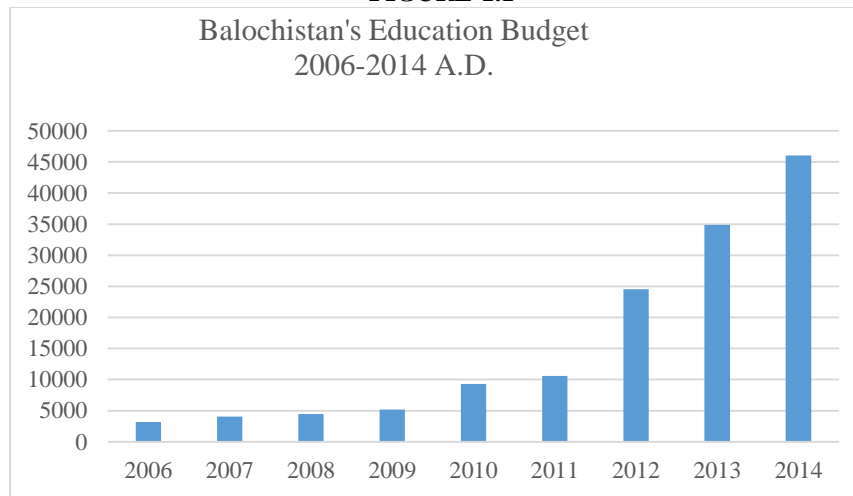
According to Rashid Razaq, Additional Secretary in Secondary Education, Government of Balochistan, the challenges are much greater than those in other provinces due to its geographical spread and population density. The province lags far behind other provinces of Pakistan in terms of economic growth (with \$410 GDP per capita, the lowest in Pakistan), education and development (GoB, 2012:18-19). With limited human and financial resources, the Education Department in Balochistan is faced with multiple challenges in providing access to education in widely-spread and far-flung areas. The situation with girls' education is particularly challenging in rural areas. During the process of consultation in the remote areas carried

out by the government of Balochistan, a range of issues emerged. Among these difficulties are a shortage of schools, especially for girls, a shortage of trained teachers, including subject and teaching method specialists, a shortage of middle and secondary schools, and too many 'single-teacher' and/or overcrowded schools.

#### AN ANALYSIS OF THE STATE OF EDUCATION IN BALOCHISTAN

The figure 1.1 shows that there is an upward trend in education budget of Balochistan for the years 2006 to 2011 A.D. and from 2012 A.D. to 2014 A.D. there is a significant upward shift. This upward trend in budget allocation for education can be observed for three years 2012, 2013 and 2014 A.D. but for these years the literacy rate cumulative digits are decreased by 3%.

**FIGURE-1.1**



**FIGURE-1.2**

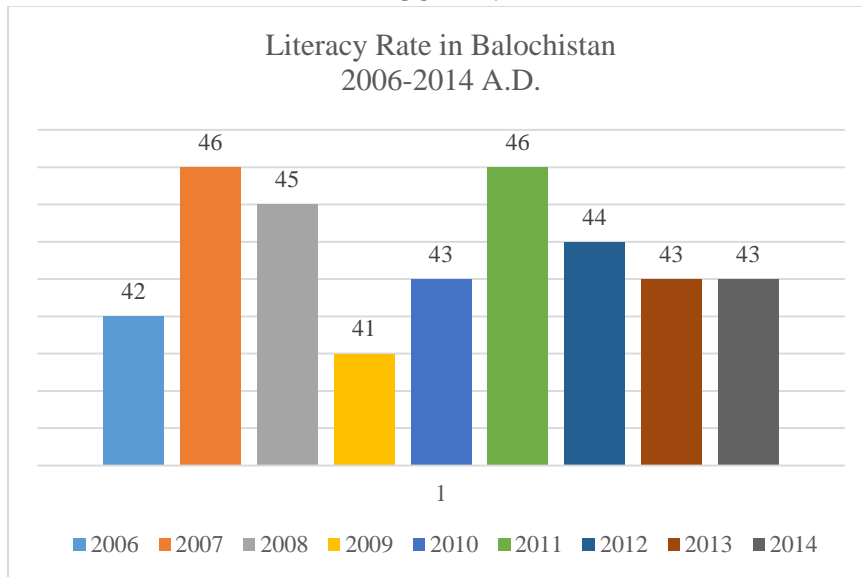


Figure 1.2 presents the statistics of literacy rate over the period of 9 years. This figure shows that Balochistan did not have significant variation in the literacy rate in these specified years. The maximum level of literacy rate 46% in 2007 A.D., and then a declining trend can be observed from the above graph upto 2010 A.D. With a 3% increase in literacy rate once again the figure shows 46% literacy rate in Balochistan for the year 2011 A.D. The literacy rate of Blochistan in relation with a significant increase in the budget allocation for education is decreased by 3% for the years 2012-14 A.D.

**CORRELATION TABLE (N=20)**

	LR	TPS	TPT	TMS	TMT	THS	THT
EBB	0.532*	0.483*	0.531*	0.826**	0.772**	0.776**	0.686**
LR		0.953**	0.402	0.836**	0.890**	0.916**	0.925**
TPS			0.304	0.775**	0.855**	0.867**	0.950**
TPT				0.525*	0.473*	0.517*	0.3228
TMS					0.984**	0.959**	0.880**
TMT						0.966**	0.936**
THS							0.934**

**Note:** Authors own calculation based on data.

\* indicate result is sig. at 5%, and

\*\* indicate result is sig. at both 1% and 5% level of sig.)

The correlation table shows that the education budget reflects a significant association with literacy rate but the association is weak during 9 year period (1994- 2014). The results also mention that the education budget is not significantly associated with total primary school and total primary school teachers in Balochistan but in case of total middle school teachers, total High school and total High school teachers, there is a moderate association that is highly significant. There is a strong highly significant association among literacy rate, total primary school total primary school teachers, total middle schools, total middle school teachers, total high school and total high school teachers.

The education budget did not appear to be strongly associated with literacy rate and the indicators (TNPS, TNPT, TNMS, TNHS TNHT and TNHT) of literacy.

It can be concluded from the results that the education budget is weakly associated with literacy rate and literacy rate is strongly associated with TNPS, TNPT, TNPE, TNMS, TNME, TNME, TNHS TNHT and TNHE, so the increased education budget contribution toward the improvement of education sector is not as much as increase in the budget allocation. It may be due to the mismanagement and lack of check and balance within the education sector.

The number of enrollments, teachers and schools at primary, middle and high level, if increases it will contribute a significant increase in the overall literacy rate of Balochistan. The statistics of fiscal allocation for education sector indicate an upward trend for the years 1994 A.D. to 2014 A.D. A huge upward shift in allocation of budget for education has been observed for 2012 A.D., 2013 A.D. and 2014 A.D. but the literacy has been decline by 3% (46% to 43%) in these years, while the government has imposed educational emergency. The Balochistan education budget did not appear to be effective to influence the education sector in better way as expected from the allocation of increased fund for every year.

Finding of this study shows that there are many difficulties with and challenges to current rates of literacy in Balochistan for the above-mentioned reasons. The situation of primary, secondary and higher education presents a dismal picture. Until the year 2000 A.D. there was only one university in the province, the University of Balochistan (UoB), which is situated in the capital city of the province, Quetta, access to which is not easy for the majority of



Baloch-populated areas mentioned by Abdul Razaq Sabir, Dean Faculty of Social Sciences, UoB, Quetta. Researchers interviewed him in Quetta, Balochistan, during researchers' field trip. He argues that trained human power in Balochistan is deficient, especially in the fields of education, medicine, engineering, and other professions. To fill this gap, the government decided to establish schools, colleges and universities in the province.

Although the government claims to care about the provision of education in Balochistan, much needs to be done to improve education in the province. Pakistan Education Task Force's Action Plan for Balochistan, the Provincial EFA Plan for Balochistan 2010-2015 A.D. and Government of Balochistan reports claim the following:

1. It has the lowest enrolment rates in Pakistan;
2. It has an overall literacy rate of 33.9%;
3. It has a wide gender gap (almost double) between literacy rates for men (45%) and women (22%);
4. The dropout rate of students at primary level is more than 50%;
5. There are 12,000 public schools for 22,000 settlements; and
6. There are more than 5,000 single-teacher schools in Balochistan.

According to Government of Balochistan statistics, "more than half the schools (57%) have no drinking water, 52% have no electricity, 29% have no toilets, 9% do not even have a building, and 46% of schools have no boundary wall" (GoB, 2012:19). It has already been mentioned that there is a huge difference between government records and statistics and other national or international organizations' figures. For example, the HRW fact-finding report in 2010 present a different picture of the statistics compared to the government of Balochistan (see below).

Balochistan's education facilities are also the poorest in the country according to the HRW fact-finding report in 2010 A.D., which finds that the highest percentage of primary school buildings are rated as either needing "major repair" (36% compared to a national average of 11%), or "dangerous" (12% compared to a national average of 11%). Only 15% of primary schools are rated as "satisfactory", compared to a national average of 36%. At least 4% of schools do not have buildings, 81% lack electricity, 34% have no drinking water, 72% are without a toilet and 66% are without a boundary wall (HRW, 2010:13).

Educational opportunities and facilities for the vast majority of children in Balochistan are very few, insufficient and sub-standard. According to survey data collected by the Government of Pakistan, Statistical Department Federal Bureau of Statistics in Human Rights Watch (2010): Only 32 percent of Balochistan's population over age 10 has completed primary level education, the lowest proportion in the country, compared with a national average of 47 percent. Only 42 percent of the population older than 10 has ever attended school. In rural Balochistan a mere 8 percent of females over age 10 has completed primary school (HRW, 2010:12).

Many interviewees, such as Aziz Bugti and Abdul Rahman Buzdar, hold that the state of the education system is mainly responsible for shaping the socio-economic structure of Balochistan. Due to poor educational budget and vastness of the province the people in Balochistan do not have the skills required for jobs. Thus, limited and poor education is responsible for the socio-economic situation in Balochistan which is directly related with allocation of funding. This is one of the reasons why, according to Rashid Razaq, more than 50% of the people in the province do not have an opportunity to receive education due to vast geography of Balochistan. One might say that the lack of funding is the cause of this, a point endorsed by various scholars which is one of the main scholarly arguments of this paper.

## **CONCLUSION**

This research has established some fundamental relationships among the direct and indirect measures of education in Balochistan. The statistics, facts and figures suggest a poor state of education in the province. Sometimes, some of the experts consider the government of Balochistan is responsible for this but some suggest that the federal government is the reason behind the poor outcome of education in Balochistan. Not only for the past but in the recent times as well, the education sector of Balochistan is facing serious and significant deficiencies in schools, teaching staff, infrastructure, electricity and drinking water. In the presence of these deficiencies how this sector can contribute towards the improvement of overall literacy rate of Balochistan? The study results figure out a weak relationship of the fund allocation to education with the literacy rates. Further the results confirmed a strong and significant correlation of literacy rate with its indicators such as TNPS, TNPT, TNMS, TNMT,

TNHS and TNHT. These indicators, if well-functioning guarantee the improved literacy rate and if struggling in terms of staff and infrastructure behave negatively towards the educational outcome.

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