Abstract

Education has always been a dream for the people of Balochistan which clearly shows that education never been priority of ruling elite. In Balochistan, the current state of education is extremely poor, therefore, it has been failed to produce the human resource required to run its public and private sectors. The state run education system is functioning beyond its absorptive capacity in order to run schools in far flung areas.

The dearth of education and increase in violence in Balochistan provides a good case to conduct an academic inquiry, which not only helps understanding the Balochistan conflict and role of education in resolving this conflict, but this kind of education in Balochistan is generating an upcoming conflict.

1. Introduction

A particularly evident relationship between state power and the schools is manifested through the widespread prevalence of education enforced by the state of Pakistan. It is a process of segregation that serves to maintain inequality (Rehman, 2004). Restricted access, education quality, syllabus and curriculum constructed as other symptoms of conflict indirectly elicited by the State. Similar issues prevalent in Balochistan today - be it poverty, feudalism, political violence, discrimination and injustice - represent the nature of education which perpetuate conflict in the province.

The prosperity of Balochistan requires that the education be given the utmost priority, but unfortunately education is far from being satisfactory from the perspective of the provincial and federal governments, respectively (Hasnat, 2011; GoP, 2002a, 2002b). The reasons for the lack of standard education in Balochistan are obvious from

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education infrastructure, law and order situation, and the lack of facilities, which, in turn, expose the lack of interest of the government (Hathaway and Burki, 2005). One clear example of the status of higher education in Balochistan can be judged from the fact that the total number of universities (including those run privately) in the province are five and this number is reduced to only two if the ones located at Quetta are excluded (HEC), as compared to 135 total HEC Degree Awarding Institutes (DAIs) of Pakistan.

Teachers’ quantity in Balochistan is insufficient because a large number of the professional teaching faculty in educational institutions belonged to other provinces of the country and most of them applied for migration from Balochistan to their own provinces because of the conflict, insecurity, worsening law and order condition (HRW, 2010). With this situation, education according to HRW has become the victim in Balochistan. Educational institutions have become centers of student politics. As a result, hundreds of students are disappeared, killed or abducted by security forces, law enforcement agency and military forces.

A very important issue arises in mind that needs an illustration that, what is the nature of education in Balochistan? Whether or not the nature of education is generating conflict or other hidden forces? To answer these questions this research highlights various educational issues in Balochistan. Firstly, a brief profile of Balochistan will be outlined.

Secondly, this paper identifies and compares the education infrastructure in Balochistan and other provinces of Pakistan. Thirdly, the causes of deteriorated education standard in Balochistan are examined. Finally, it examines the role of student politics in educational institutions.

2. Balochistan: a Brief Profile
The area that called Balochistan, the homeland of the Baloch people, is situated between the western borderland of Pakistan and eastern Iran. In south, the area covered 900 miles of the Arabian Sea coastline; the Kerman province of Iran to the west; Seistan, Afghanistan and Khyber-Pakhtunkhwa province of Pakistan to the north; and Sindh and Punjab to the east\(^2\). The area of Balochistan is divided into three neighbouring countries, Pakistan, Iran and Afghanistan (Baloch, 2007 and Harrison, 1981). However, majority of the Baloch people lives in Pakistani province of Balochistan (Ahmad, 1992), which is the poorest and the least developed province, but the largest in term of territory (44% of total national territory) and the richest due to the huge presence of gas, minerals, gold and other natural resources (Swidler, 1992: 553 and Wirsing, 2008).

Current and fifth armed conflict in Balochistan started in 2002 between Baloch nationalists (separatists) and the government of Pakistan, in which Baloch nationalists’ demanding include autonomy, control over natural resources, economic and social development projects, prevention of excessive demographic change on the basis of constitution and separation from Pakistan (Baloch, 2007; Stanton, 2007 and Breseeg, 2004). The government of Pakistan, instead of looking at the grievances and right demand of the Baloch, has launched a series of military operation to counter Baloch insurgency since 1948. According to Breseeg (2004), Pakistan witnessed Baloch nationalist insurgencies during the year, 1948 soon after its independence and 1958-59, and 1962-68, and a guerrilla war during the years of 1973-77. Since 2002 the fifth phase of Baloch war for independence, rather than national self-determination, has been carried out through guerrilla warfare, which is largely supported by Baloch mass and Baloch student organizations (Barakzai, 2009 and Bansal, 2010), when the government started to construct mega projects in which the local Baloch perceived that they were excluded from decision making on these projects.

\(^2\)Since 1839 after the British occupation, Balochistan was divided, such as Pakistani Balochistan, an Iranian Balochistan (Seistan o Balochistan) and an Afghani Balochistan (Helmand and Nemroz). This paper only discusses Pakistani control Balochistan which is one of the Provinces of Pakistan.
The rebels adopted guerrilla style warfare, attack army and paramilitary forces and sabotaging gas and oil pipelines (see International Crises Group, 2007 & 2007; Dawn News, 2010, 2011; BBC, 2011 etc.). During the recent years the conflict has become increasingly bloody. The independent Pakistan Human Rights Commission (PHRC) has reported indiscriminate bombing and strafing by the government side, resulting hundreds of student, doctors and civilian death and wounded, and thousands disappearances. The Baloch reacted and started targeting security forces, therefore, a sudden mass departure of qualified teachers from Balochistan has started, which resulted a long closure of educational institutions (HRW, 2010). This has a negative impact on the academic environment in Balochistan which is already lagging behind in terms of access to basic and higher education.

A vast body of literature exists on the recent phenomenon that political revenge has picked on teachers as targets and educational institutions as a victim in the province, where literacy is already alarmingly low and declining in term of net primary enrolment (HRW, 2010 and ESP, 2009). Education in Balochistan is in a deplorable condition, with its low quality and poor literacy rate (Hasnat, 2011). Hence, lack of education impeded the socio-economic development in Balochistan, which emanated a sense deprivation, which ultimately generated a conflict between the Baloch and the state of Pakistan. The former believed that the latter is solely responsible in keeping them backward socio-economically and politically.

An area of geo-strategic importance rich in oil, gas and other natural resources has remained a conflict ridden region since 1948 (Bansal, 2006; Grare, 2006), which has become a source of inspiration to undertake this research paper to consider the extent to which education can help in resolving conflict or generating conflict in Balochistan.

3. National Education Policy in Pakistan
The national education policy (NEP, 1998-2010) of Pakistan has been framed in the perspective of modern trends in education, training and emerging requirements of society, and national integrity and socio-economic development (see NEP, 1998-2010; GoP, 2002a, 2002b, 2002c and Rehman, 2004). This policy may truly be analysed by looking at the educational policy documents that various governments have churned out periodically, in which majority of the stated goals have not been achieved. Such as, education will be accessible to all citizens, and provision of education as a right of the individual (NEP, 1998-2010:1; GoP, 2002a). Though, Pakistani education policy professes a commitment to universal primary education by 2015 under the DFA (Pakistan MoE, 2009b), it remained elusive due to its slow and declining net primary enrolment ratio (UNDP, 2010).

Pakistan Labour Force Survey 2009-10 identifies the overall literacy rate (age 10 years and above) is 57.7 per cent (69.5 per cent for male and 45.2 percent for female) compared to 57.4 per cent (69.3 per cent for male and 44.7 percent for female) for 2008-09 (see table 1 below for more information).

Table 1: Literacy Rates (10 Years and above) - Pakistan and Provinces (Per cent)

<table>
<thead>
<tr>
<th>Province/Area</th>
<th>2008-09</th>
<th>2009-10</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Pakistan</td>
<td>57.4</td>
<td>69.3</td>
</tr>
<tr>
<td>Rural</td>
<td>48.6</td>
<td>63.2</td>
</tr>
<tr>
<td>Urban</td>
<td>73.3</td>
<td>80.3</td>
</tr>
<tr>
<td>Punjab</td>
<td>58.7</td>
<td>68.5</td>
</tr>
<tr>
<td>Rural</td>
<td>51.3</td>
<td>63.1</td>
</tr>
<tr>
<td>Urban</td>
<td>73.3</td>
<td>78.9</td>
</tr>
</tbody>
</table>
The data shows that literacy remains higher in urban areas (73.2 per cent) than in rural areas (49.2 per cent), and is more prevalent for men (80.2 per cent) compared to women (65.5 per cent) in rural areas. However, it is obvious from the data that rural-urban and male-female disparity seems to be closing a bit. While analysing this data in provincial level, Punjab has the highest literacy rate which stood at (59.6 %), and Balochistan with 51.5% literacy rate is one of the lowest in the country (table 1 depict a brighter picture of the state of education in Pakistan).

Figure 1: -- Literacy Rates (10 Years and above)-Pakistan and Provinces (Per cent)

Figure 2: -- Literacy Rates (10 Years and above)-Pakistan and Provinces (Per cent)
Like many other developing countries, the situation of education sector in Pakistan has not been very encouraging due to poverty, ideological conflict, Madrassa culture and religious, anti-west, pro-war, and dismal economic situation (see Rehman, 2004; ESP 2009-2010; Hoodbhoy, 1991; Hoodbhoy and Nayyar, 1985). Balochistan is one of the worst scenarios in the country facing challenges like poverty, quality and quantity education, which is given below:

3 In the Arabic language, the word مدرسة madrasah simply means the same as school does in the English language, whether that is private, public or parochial school, as well as for any primary or secondary school. The related term midrash literally refers to study or learning, but has acquired mystical and religious connotations. However, in English, the term madrasah usually refers to the specifically Islamic institutions. A typical Islamic school usually offers two courses of study: Hafiz, a course teaching memorization of the Qur’an (the person who commits the entire Qur’an to memory is called a Hafiz); and a Alam, course leading the candidate to become an accepted scholar in the community.
4. Education infrastructure in Balochistan

Education condition in Balochistan is worse, as compared to the other parts of the country and is lagging behind in terms of literacy rate. These unequal divides on the basis of gender and area suggest that a substantial portion of the population has not been given the opportunity of obtaining education and is thus not fully active in the process of development.

Albeit, schools, colleges and universities, including one Medical College and one Engineering University, are functional in Balochistan, for both male and female, but they are insufficient to accommodate the increasing youth population of the province. Balochistan, though the less populated province of Pakistan, but the Baloch presently sit astride the boundaries of Pakistan, Afghanistan and Iran, a frontier area on the crossroads between Indian sub-continent central Asia, and the Iranian territory (Bansal, 2010; Barakzai, 2009 and Kundi, 1994). In the one hand, due to widespread remote areas and poor or absence of infrastructure a sizeable portion of the population has no access to basic education. On the other hand, extreme poverty makes it difficult for the parents to send their children, especially girls, to the cities in and out of Balochistan to get education (Hasnat, 2011 and Dawn News, 2011).

Likewise, the situation of primary, secondary and the higher education presents a dismal picture. Till 2000 there were only one University in the Balochistan: University of Balochistan (UoB), situated in the capital city, Quetta, which is not in easy access to the majority of Baloch populated areas. Balochistan is deficient in trained manpower, especially in the field of education such as, medical, engineering, and other professionals. To fill the gap the Government announced to establish a series of schools, colleges and Universities in Balochistan (HEC). However, despite the claims, only five Universities, University of Balochistan, Lasbela University of Agriculture, Water and Marine Sciences (LUAWMS), Balochistan University of Technology and Management science, Bahadur Khan Women University and Khuzdar Engineering University have been established, out of which three are situated in the capital city (Quetta).
According to Baloch (2006) education has always been a dream for the people of Balochistan which clearly shows that education in the province never been priority of ruling elite. The meagre budget allocation for education is barely enough for quality improvements, such as teacher’s training, curriculum development, supervision and monitoring (Hathaway and Burki, 2005; Shami, 2005 and Hasnat, 2011). In this situation, the expansion of education has remained a dream. Very high portion of the education budget is spent on recurrent heads, mainly comprising of salaries in contrast to the inadequate amount spent on quality improvements.

5. Causes of deteriorated educational standard in Balochistan

5.1. Education Quality

In Balochistan, the current state of education is extremely poor, therefore, it has been failed to produce the human resource required to run its public and private sectors. The state run education system is functioning beyond its absorptive capacity in order to run schools in far flung areas. So far, education policy of Pakistan, as far as Balochistan is concerned, does not take into account the poor infrastructure, hard-accessed territory and scattered population of the province (Hathaway and Burki, 2005 and Kundi, 1994). Hathaway and Burki (2005) opine that education policy of the government pertaining to Balochistan has become a “top down” approach, where the central government hardly considers the local demands and ground realities. They further add that education along with other social sectors of Balochistan have become the scapegoat of center-province hard and uneasy political relationship. It warrants mentioning that in one of the previous education policies, they give explanation of primary school that consisted of two rooms with five teachers (Jabeen and Malik, 2003:91). This example illustrates how indifferent the concerned authorities are to the state of education in Balochistan.

5.2. Syllabus or Curriculum
Syllabus, curriculum and teaching methodology are academic issues that determine the quality of the educational system and behaviour of the pupils. It includes objectives of syllabi and guidelines for preparation of textual material, teachers’ training and evaluation objectives. In Balochistan, the current curriculum is out-dated and very much obsessed with “national ideology” which is alien to Baloch culture, history, language and social setup. Moreover, schools’ syllabus and old teaching methodology and techniques are failed to produce the required human resource, as stated above. It also hardly promotes creativity and innovations, which are essential for advancement in area of human endeavours. The targets laid out in each educational plan about enhancing quality and quantities are generally not achieved as envisaged (Rehman, 2004). This is not surprising considering that officials are responsible for creating academies; increasing educational institutions and development of curriculum are poorly trained and appointed on political basis.

Very few schools, situated only in Quetta, are English medium with high standard of teaching and pedagogy, but charge a very high amount of fee that is accessible and affordable only to tiny elite of Balochistan and majority of them are non-Baloch. In second category come those schools in which both English and Urdu are used as medium of instruction (Rehman, 2004). Third category of school system is completely Urdu medium, and a very big majority of them are public sector or government run schools. In government schools, untrained and poorly qualified or disqualified teachers are appointed on political basis or through bribing educational authorities, which surely hamper the quality of education in public sector of Balochistan in particular and in entire Pakistan in general (Hathaway and Burki, 2005).

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4Pakistani establishment propagates that this state came into being in the name of religion (Islam), and all nationalities have to surrender their respective identity and come under the flag of Islamic brotherhood, and therefore, it’s every Pakistani’s prime duty to preserve the interest of Islam. In other words, Islam is the “Ideology” of Pakistan.
Equalization of education levels reduces the regional disparities. However, in Balochistan–Pakistan case, the unequal allocation of education resources has created a sense of deprivation and resentment among the Baloch people (Hasnat, 2011 and Shami, 2005). Under this circumstances, education institutions just became a degree awarding institution, which lacking the quality of degree. As a result, the young generation feels resentment and turned into violence by joining different political and militant organizations (HRW, 2010).

6. Education outcomes in Balochistan

6.1. Learning outcomes

In Balochistan the learning outcomes of formal education is not very productive. The knowledge, skill and competence that may be the outcomes of formal education, is absent in Balochistan. According to Adam (2004), learning outcomes are the requirement of what a pupil may learn as the result of supported study. Detailed experience of learning outcomes at institutional level is in fact limited to just a few districts of Balochistan.

Suppressive and discriminatory state-run policies have led to student politics in educational institutions: such as, schools, colleges, and universities through various student political platforms (Barakzai, 2009; Bansal; 2010). Barakzai (2009) argues that the intermitted army operations and dearth of attention of the government to the socio-economic development of Balochistan have created a sense of deprivation among the Baloch youth, and they therefore have no other option but to grab their rights through strong political mobilization and agitations within and out of campuses. Bansal (2010) supporting the same argument, posits that had there been a equal playing filed for the Baloch in national polity and economy, there would not have been such radical and political feelings and agitations among the Baloch youth.

6.2. Baloch Student Organisation
Baloch Students Organization (BSO), founded by a group of students headed by Abdul Hayee in 1967 in Balochistan, has been a strong political platform for Baloch students across Pakistan. The BSO has provided an incredible space to Baloch students in order to mobilise and carry out student politics in Balochistan. The same organisation has also been a fertile ground to yield political leadership for mainstream Baloch nationalist politics. The BSO now is split into several fictions and each fiction has different political dimension. For instance, BSO Azad formed by Dr. Allah Nazar Baloch and now is headed by Bashir Zaib, and BSO (M), another fiction of the BSO, being led by Mohiuddin Baloch are believed to be completely radical and demanding Baloch national liberation, therefore, seek no compromise with the state less than freedom of Balochistan from the state of Pakistan (Baloch Hall, 2011; Voice for Baloch missing persons). Another section of BSO has a strong affiliation with the National Party, contradicts with other fictions. This section, adopts a smooth approach to national and provincial politics, centres its activities largely on academic issues and other student’s affairs within education institutions.

According to Bansal (2010) several thousand Baloch students, age 12 to 27, from various educational institutions (Schools, Colleges and Universities) are members of these organizations in local, regional or provincial level (p.13, 90, 91, 92; Barakzai, 2009: 66 and Grare, 1996). Students belonging to BSO Azad have a soft corner or a full support to Baloch guerrilla movement for freedom of Balochistan from Pakistan. Therefore, it provides an educated workforce to militant organisations.

7. Formal Education and Students Activism Now a logical question needs a brief but lucid examination that in what extent formal education in Balochistan may be kept

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5Dr. Allah Nazar Baloch is an activist and former president of the BSO, was abducted by security forces on March 17, 2005, along with six other Baloch nationalists and released on bail in June 2006 by an anti-terrorist court. Dr. Then joined Baloch guerrilla forces and now believes to head a resistant organisation, Balochistan Liberation Front, which fights guerrilla war against the state of Pakistan.

6National Party is Baloch nationalist mainstream party, has a political dimension to achieve Baloch right by political means.
responsible for student activism and resistance. The formal education in Balochistan is structured in such a way that negates nationalism, however, since the formal education in Balochistan, particularly in government–run schools, is highly biased against the Baloch culture, history and social setup, is a potential cause to generate a retaliatory behaviour among Baloch students (see Social Studies Class VI, VII, VII and Pakistan studies Balochistan Board). The student organisations, active in educational institutions, capitalise the syllabus to support their arguments that the State has engineered the education syllabus in order to steamroller the Baloch separate identity. This persuasive assertion of student organisations provokes the Baloch students, teenagers, toward students’ activism and subsequently to resistance.

The leadership of BSO trained their members, and extensively use study circle meetings, magazines, booklets as a part of the ideological training (Titus, 1996) which provides a platform for Baloch students (both males and females) for ideological and political trainings which resultantly create an opportunity for militant organisations to recruit some of them into their cadres. The State, feeling the threat posed by these student organizations, has retaliated coercively to crash and dismantles the students’ organisation in educational institutions. State apparatus applies various means: killings, disappearing, intimidation, torture and economic blockage of students and teachers, and other professionals active in radical politics in order to crack down organisational structure of the BSO in and out of the campuses. This indiscriminate state retaliation is used by the student leadership to support its radical stance that since the state is determined to crash even the legitimate political struggle for Baloch rights, therefore, the Baloch has no option but to adopt the militancy as the only way of struggle to safeguard Baloch rights argued by scholars (see Hasnat, 2011 and Breseeg, 2004).

Here a very important question warrants an investigation that if students are actively involved in politics, particularly in radical politics, during their student lives and use educational institutions as fertile ground for the political activism, which affect academic activities through strikes, agitations and mobilisations, then what could be the academic
outcomes of these institutions at the end of the day. The following section attempts to answer this question.

8. Education as a Victim in Balochistan

Balochistan has a history of army operations that goes back to the initial years of the inception of Pakistan (Harrison, 1981, 2006; Bansal, 2010 and Breseeg, 2004). The current one which has started in 2002 and continued till writing of this research paper, gained intensification in 2006 when Akbar Bugti, former governor and chief minister of Balochistan and a veteran Baloch nationalist leader, was killed in a military operation. When Nawab Bugti was assassinated, enraged Baloch students across Balochistan reacted violently, and set fire to Universities and Colleges’ buses, buildings and other infrastructure. This classic example illustrates how education has easily become the victim of politics in Balochistan. Though students’ anger was demonstrated in many ways in the past when during armed resistance, yet on all those occasions, violent reaction was confined to the rural areas, therefore, the main education institutions situated in cities and towns were not the prime targets.

In recent years, campus politics turned a nasty course when college and university teachers were started being targeted. Hence, the sensitive security situation in campuses provided an excuse to military and paramilitary forces to deploy their personnel in order to crack down student political activities and secure teaching community from target killings (HRW, 2010).

The apparent cause of the problems is of a political nature and has led to a sense of deprivation and socio-economic and political exclusion that turned into violent course, which not only engulfed the entire Baloch society but also put education in Balochistan in jeopardy (Bansal, 2010; Baloch, 2010). The violent course in educational institutions has dent a heavy cost at that time when some of highly qualified and experienced teachers and academics have been targeted and killed over the last two years (see reports of international organisations and mainstream Pakistani media; Dawn News, 2010, 2011; BBC, 2011). Some of them had been living there for more than four
decades and were immersed in the local culture (ibid). Majority of them assassinated during these years had one thing in common: they were all non-local and hailed from other provinces, especially from Punjab (HRW, 2010). The repercussions of these targeted killings are multi-dimensional but the main victim appears to be education, which is clear in above findings.

9. Analysis

It is crucial to acknowledge that the ultimate cause of Balochistan conflict is political; however, every section of Balochistan’s society remains affected from this conflict. Many of people were killed and wounded due to this conflict; most of them were students, academics, professionals and commoners, around “70 per cent of the causalities are civilian” (Axmann, 2009: p.124).

The recent phase of unrest that has started with the murder of Akbar Bugti in 2006 took a ghastly turn when the academics came under attack; as a result many were killed and wounded. These killings had associated chain reactions (Bansal, 2010; Axmann, 2009). Teachers who came from other provinces suddenly felt threatened and started applying for transfers to other provinces. According to one estimate more than 70 faculty members of the University of Balochistan, which the premier University in the province, have submitted their transfer application to Universities situated in other provinces (BBC, 2010, 2011; Dawn News, 2011). This is a huge number given that there are only 200 faculty members in total (ibid). A sudden and mass departure of qualified faculty members would have a huge impact on the quality of education in Balochistan. Besides the university, a great number of inter and degree colleges were also suffered from this state of turmoil. The school system, particularly public sector schools, though staffed with local teachers has also received a strong blow over the last seven to eight years when politically motivated school kids joined routine political agitations and strikes.

This is a disturbing situation that has a direct impact on Balochistan’s younger generation. Long closures of educational institutions, the sudden departure of qualified
faculty members, the very intolerant attitude towards other ethnic groups and a threatening environment on campuses, indeed left a far-lasting negative impact on the academic life in Balochistan. The current political conflict in Balochistan has pushed the region back - which had already lagged behind in terms of socio-economic and human resource development - in every aspect of life, predominantly education has become the prime target.

Illiterate and semi-literate Baloch youth, already disgruntled with central government policies toward their province, took a violent course in early 2000s when Baloch insurgent groups provided them a platform to show their dissatisfaction to the State. Having stated this one may, therefore, conclude that weak and dysfunctional education system that has been suffered, arguably by biased central and provincial authorities, has produced an illiterate, untrained or weakly trained human resource, who were unable to compete for provincial and federal level jobs (both public and private), have become inclined towards violence. Thus, it may be argued that; had the quality education for all been provided to all Balochistan, irrespective of their ethnic background, the province might not have experienced insurgency after insurgency against the State over the last sixty years.

Conclusion

Education is not only the path towards economic development and social progress but it is also the push factor towards human excellence and intellectual liberation. It is the education, fundamentally quality education, through which the process of openness of heart, mind and soul takes the root (Tawil, 2001). A quality education is the undisputable solution to all human, social and economic problems (UNDP, 2005, 2010). The success of Balochistan’s education system is inextricably linked to education. Quality education is possible through motivated, skilled, competent and knowledgeable teachers, who may steer Balochistan out of its current education emergency. Hence, the dearth of education and increase in violence in Balochistan provides a good case to conduct an academic inquiry, which not only helps understanding the Balochistan
conflict and role of education in resolving this conflict, but it the nature of education in Balochistan is generating a conflict as already been mentioned in this paper.

The official approach in Balochistan is that ‘everything is alright’ and only a few hundred miscreants supported by foreign hands have to be dealt with and their preferred approach, like all occupying forces, is to eliminate them. For the state and its institutions, including the judiciary, the accesses inflicted on the Baloch people do not register as crimes against humanity. For had these been considered abnormal and abhorrent, someone or something would have stirred but as far as Baloch are concerned the state and its institutions are silent. Here no institution is going to redress grievances of the Baloch because all may want status quo to be maintained at all costs, and even if that cost is life of thousands of Baloch and non-Baloch as well. The most affected ethnic group currently is the People of Balochistan (including non-Baloch, settlers etc.) because it is they who are losing teachers. It is their children whose education is affected, and it is their future that is at stake (HRW, 2010).
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