



Unveiling Educational Crisis in Balochistan: A Comprehensive Case Study of Over 250 Schools Across Diverse Regions

This document presents an in-depth case study of more than one hundred schools located in various regions of Balochistan. It explores the current educational landscape, highlighting key challenges, disparities, and opportunities within the province's school system. Based on field data and regional insights, the study aims to inform policy development, drive educational reforms, and support stakeholders in enhancing learning outcomes across Balochistan.

Introduction to the Baloch Literacy Campaign by BSAC

The Baloch Students Action Committee (BSAC) has always prioritized the upliftment of the Baloch nation, with a specific focus on addressing the educational challenges faced by the region. The Baloch Literacy Campaign, initiated by BSAC, aims to document and raise awareness about the stark disparities in education within Balochistan and other Baloch majority areas. The campaign emphasizes the need for urgent intervention to ensure that the children of Balochistan and other Baloch majority areas have access to quality education, empowering them to overcome the socioeconomic challenges that they face.

Survey Overview: Assessing the State of Education in Balochistan

As a crucial part of the Baloch Literacy Campaign, BSAC conducted an in-depth survey across various schools in Balochistan, a region long affected by educational neglect. The survey gathered data from multiple schools throughout the province, focusing on key indicators such as infrastructure, availability of teaching staff, and access to essential facilities. This survey serves as a vital tool for understanding the overall state of education in Balochistan and sheds light on the systemic barriers that students face across the region.

The Educational Crisis in Balochistan: A Snapshot of Schools

The schools surveyed across Balochistan offer a stark representation of the ongoing educational crisis faced by the province, particularly affecting the Baloch population. These institutions, which serve hundreds of children, struggle with overcrowded classrooms, a shortage of qualified teachers, poor infrastructure, and a critical lack of basic educational resources. The findings highlight the severe challenges confronting students and the deep-rooted inequalities in access to quality education. This section explores the conditions found in the surveyed schools, providing insights into the broader systemic issues that continue to hinder educational progress in Balochistan.

Challenges and Barriers to Education in the Baloch Region

The survey reveals several key challenges that hinder the educational progress of students across Balochistan. One of the most pressing issues is the acute shortage of qualified teachers, particularly in critical subjects such as science, which deprives students of essential knowledge and skills. In addition, the infrastructure in many schools is severely deteriorated, with classrooms damaged or entirely unusable. Basic facilities—including clean drinking water, electricity, functional washrooms, and access to textbooks—are often lacking, further deepening the educational crisis throughout the province.

Findings: A Glimpse into the Struggles of Balochistan Schools

The findings of this survey paint a concerning picture of the educational landscape across Balochistan. Many schools operate under conditions that are far from conducive to learning, leaving students vulnerable to academic failure and long-term disengagement. The severe shortage of trained teaching staff, combined with the absence of essential educational resources,

has left many schools struggling to meet even the most basic standards. The survey underscores the urgent need for comprehensive educational reforms to address these systemic challenges and to build a more supportive and equitable learning environment for all students in the province.

Impact of Educational Deprivation on the Baloch Nation

The educational deprivation faced by students in Lasbela has far-reaching consequences, not only for the individuals involved but for the entire Baloch community. Without access to quality education, young Baloch children are deprived of the opportunities to develop essential life skills, critical thinking, and problem-solving abilities. This ongoing educational crisis contributes to the perpetuation of poverty and marginalization, hindering the long-term progress of the Baloch people as a whole.

The Need for Immediate Reform in Balochistan's Education System

The findings of the survey make it clear that immediate and significant reforms are required in Balochistan's education system. Addressing the shortage of teachers, particularly in key subjects like science, and ensuring that schools have the infrastructure and resources needed to provide a safe and effective learning environment must be prioritized. Only through such reforms can the educational system begin to meet the needs of the children in Balochistan and help them realize their full potential.

Urgent Call for Action: Addressing Educational Inequality in Balochistan

The survey data collected between 2023 and 2025 from various schools across Balochistan presents a compelling case for urgent action to address the deep-rooted educational inequalities in the province. The widespread lack of proper infrastructure, qualified teachers, and basic amenities continues to deprive countless students of the learning opportunities they deserve. These findings call on both local and national authorities, as well as civil society organizations, to work collaboratively and take proactive, sustained measures to confront the educational crisis and build a brighter, more equitable future for all children in Balochistan..

BSAC's Commitment to Improving Education for the Baloch Nation

BSAC remains steadfast in its commitment to advocating for the educational rights of the Baloch people. This survey is just one part of BSAC's broader efforts to ensure that every Baloch child has access to quality education, regardless of their geographical location or socioeconomic status. BSAC's advocacy work, combined with initiatives like the Baloch Literacy Campaign, aims to bring attention to the urgent need for educational reform in Balochistan and to empower the Baloch nation to demand the change it deserves.

Baloch Literacy Campaign Case Study (June 2023 to June 2025)

Case Study Overview: Education Crisis in Balochistan

Under the Baloch Literacy Campaign

As part of the Baloch Literacy Campaign, a comprehensive survey of hundreds of government schools was carried out across multiple districts of Balochistan over the past year. From this wide-ranging effort, we are presenting detailed findings on more than 250 non-functional or severely neglected schools as a representative case study.

This study uncovers widespread school closures, teacher absenteeism, lack of infrastructure, and systemic mismanagement, affecting thousands of students. The aim is to shed light on the deep-rooted education crisis in the province and call for urgent reforms, accountability, and restoration of basic educational services in Balochistan.

1. Panjgur Region

Panjgur District, nestled in the rugged landscapes of southwestern Balochistan, is a region steeped in cultural heritage and natural. While challenges remain, particularly in improving literacy rates, especially among women and girls.

As part of our Baloch Literacy Campaign, we have embarked on a journey across different areas and schools of Panjgur. During our visits, we have documented valuable data, including pictures and details of the facilities available in these schools.

i. Boys Middle School Diz Proom

Boys Middle School Diz Proom faces significant challenges due to the lack of basic facilities. The school's infrastructure is inadequate, with no classrooms, insufficient desks and chairs for students, and limited access to clean water and sanitation facilities.

Moreover, the absence of a proper library, computer lab, and sports facilities deprives students of essential resources for holistic learning and development. The lack of trained teachers and educational materials further hinders the quality of education provided at the school.



Image: Boys Middle School Diz Proom taken by BLC Team

ii. Boys Primary School Kalakor Bazar Proom

Boys Primary School Kalakor Bazar Proom **has closed** due to severe shortages of basic facilities. Inadequate infrastructure, lack of sanitation facilities, and a shortage of qualified teachers led to the school's closure, depriving local children of education. Immediate action is needed to address these issues and reopen the school for the community's benefit.



Image: Boys Primary School Kalakor Bazar Proom

iii. Boys Primary School Ligork Proom

Boys Primary School Ligork Proom **has closed** due to its deteriorating infrastructure. The school's buildings are in disrepair, posing safety risks to students and staff. Lack of essential facilities like clean water and proper sanitation further contributed to its closure. Urgent action is needed to address these infrastructure issues and reopen the school for the benefit of the community.



Image: Boys Primary School Ligork Proom

iv. Boys Primary School Bandikeen Proom

Boys Primary School Bandikeen Proom **has shut down** due to a lack of essential facilities. This closure has deprived students in the local area of basic education. Urgent attention is required to address the facility shortages and reopen the school to ensure that children have access to education.



Image: Boys Primary School Bandikeen Proom

v. Govt Girls Middle School Jaheen Proom

Government Girls Middle School Jaheen Proom faces significant challenges due to the lack of basic facilities. With dilapidated infrastructure, inadequate sanitation, limited access to drinking water, and insufficient classroom supplies, students' learning environment and well-being are compromised. Urgent action is needed to address these deficiencies, including repairs to infrastructure, installation of sanitation facilities, provision of clean drinking water, and adequate supply of classroom materials. By prioritizing these needs, authorities can ensure that students have access to a safe and conducive learning environment, enabling them to reach their full potential.



Image: Government Girls Middle School Jaheen Proom

vi. Girls Middle School Shah Murad Bazar

Girls Middle School Shah Murad Bazar is currently facing a dire situation with its infrastructure completely destroyed, rendering the school almost non-functional. The extent of devastation has left classrooms, administrative buildings, and essential facilities in ruins. This catastrophic condition severely impedes educational activities and poses significant safety risks to students and staff. Urgent intervention is imperative to assess the damage, initiate reconstruction efforts, and ensure the provision of temporary arrangements for continued education in a safe environment. Immediate action is critical to restore functionality and uphold the school's crucial role in the community.



Image: Girls Middle School Shah Murad Bazar

vii. Govt Girls Primary School Kalkor Bazar Proom

Government Girls Primary School Kalkor Bazar Proom is facing a critical situation due to the lack of basic facilities, resulting in its non-functionality and the subsequent exclusion of girls from school attendance. The absence of essential amenities such as adequate infrastructure, sanitation facilities, and functional utilities has rendered the school unable to provide a conducive learning environment for its students. Urgent intervention is necessary to address these deficiencies, restore functionality, and ensure that girls have access to quality education without further interruption. Immediate action is crucial to prevent prolonged educational disruption and safeguard the rights of girls to education in the community.



Image: Government Girls Primary School Kalkor Bazar Proom

viii. Govt Girls Primary School Ligork

Government Girls Primary School Ligork is facing a dire situation with its infrastructure in ruins, leading to its complete closure. The deteriorating condition of the school's facilities has rendered it non-operational, depriving girls in the community of access to education. Urgent intervention is needed to address the structural deficiencies, restore the school's functionality, and ensure that girls can resume their education in a safe and conducive environment.



Image: Government Girls Primary School Ligork

ix. Govt Girls Primary School Naem Abad sar Proom

Government Girls Primary School Naem Abad Sar Proom is facing challenges due to a lack of essential facilities. The school is grappling with shortages in infrastructure, sanitation facilities, and other basic amenities, hindering its ability to provide quality education to its students. Urgent attention is needed to address these deficiencies and ensure that girls in the community have access to a conducive learning environment. By prioritizing the provision of necessary facilities, we can support the educational needs of students and empower them to succeed.



Image: Government Girls Primary School Naem Abad Sar Proom

x. Govt Primary School Gomazi Proom

Govt Primary School Gomazi Proom faces critical deficiencies, lacking basic facilities such as a building. The school is currently closed, depriving students of access to education. Urgent action is required to address these shortcomings and ensure the provision of essential infrastructure for learning.



Image: Govt Primary School Gomazi Proom

xi. Govt Primary School Haji Moheem Bazar

Govt Primary School Haji Moheem Bazar is **currently non-operational** due to deficiencies in infrastructure and facilities. The lack of adequate building structures and essential amenities has led to the closure of the school, depriving children of access to education. Immediate action is necessary to address these challenges and restore the functionality of the school, ensuring that students in the community can resume their learning journey in a safe and conducive environment.



Image: Govt Primary School Haji Moheem Bazar

xii. Govt Primary School Kalat Bazar Proom

Govt Primary School Kalat Bazar Proom is **presently closed**. The closure is attributed to undisclosed reasons. Urgent investigation and action are imperative to determine the cause of

closure and to facilitate the reopening of the school. Restoring the functionality of the school is crucial to ensure continued access to education for children in the community.



Image: Govt Primary School Kalat Bazar Proom

xiii. Govt Primary School Maked Proom

Govt Primary School Maked Proom is **currently closed** due to severe infrastructure damage and the absence of essential facilities, including teachers. The dilapidated condition of the infrastructure poses safety risks, while the lack of teaching staff hinders educational operations. Urgent intervention is required to address these issues, including repairs to the infrastructure and recruitment of qualified teachers. Reopening the school is vital to ensure that children in the area have access to quality education and can continue their learning journey.





Image: Govt Primary School Maked Proom

xiv. Govt School Usman Bazar Koh-Bun

Govt School Usman Bazar Koh-Bun is currently **non-functional due to a lack of facilities**. The absence of essential amenities has rendered the school unable to operate effectively. Urgent action is needed to address these deficiencies and ensure the provision of necessary facilities to resume educational activities. Restoring functionality to the school is vital to guarantee access to education for children in the area.



Image: Govt School Usman Bazar Koh-Bun

Govt Primary School Kili Sedan Koh Bun

Govt Primary School Kili Sedan Koh Bun is on the brink **of non-functionality** due to the absence of essential facilities. The school lacks basic amenities necessary for operation, jeopardizing its ability to provide quality education. Urgent measures are required to address these deficiencies and prevent further deterioration. Restoration of facilities is imperative to ensure the school's functionality and uphold the right to education for the local community.



Image: Govt Primary School Kili Sedan Koh Bun

2. Khuzdar Region

District Khuzdar is located in Kalat Division of Balochistan Province. Located in the center region stepped in cultural heritage and natural beauty is facing serious educational issues. In this regard our BLC team of BSAC Khuzdar Zone visited local areas and obtained data from following schools.

Data underscores the issue faced by the local population in pursue of education. Main problems which we found from our survey of schools consist of inadequate water system, expired infrastructure and lack of teaching staff. Apart from these problems sewage system and transportation system are issues which are seizing education of the Baloch children within the region.

❖ FERUZABAD REGION

i. Government Primary School Killi Zehri And Govt Primary School Killi Muhammad Yousaf Mardoi

Government Primary School Killi Zehri and Government Primary School Killi Muhammad Yousaf Mardoi, both located in Ferozabad, Khuzdar, have remained nonfunctional since 2014 due to the complete absence of teaching staff.

Students residing in the surrounding areas face serious challenges in accessing education. There is no proper access route to these schools, nor is there any available transport system to facilitate student attendance. The nearest functional school is located approximately 10 kilometers away from Ferozabad.

As a result, the local population is struggling to provide basic education to their children, further deepening the educational crisis in the region.

ii. Government Primary School Khisun Jhal

Government Primary School Khisun Jhal, located in Ferozabad, Khuzdar, has been nonfunctional for the past 15 years due to a complete lack of teaching staff and basic facilities.

The school has no classrooms, electricity, or access to clean water. Similar to other schools in the region, there is no proper access road or transportation system for students. The nearest functional school is approximately 40 kilometers away.

As a result, the local population is unable to provide even basic education to their children, further exacerbating the already dire state of education in the area.

iii. Government Girls Primary School Gangaw

Government Girls Primary School Gangaw is currently nonfunctional. The school building is in a dilapidated condition, rendering it unfit for use.

As mentioned earlier, the Ferozabad region of Khuzdar lacks a transport system, making it extremely difficult for students to travel to nearby schools. Children in Gangaw are deprived of their basic right to education due to the absence of necessary infrastructure and educational resources.

To restore access to education, the school urgently requires building renovation and the appointment of qualified teaching staff.



iv. Government Primary School Zahidabad

Government Primary School of Zahidabad from Ferozabad Union Council is nonfunctional for Five years. Schools building is in poor condition to be

functional. As stated above Ferozabad region of khuzdar Lacks transport system. Students of the region cannot go to nearby schools for education. Nearest school is ten kilometers far from the following area. School needs building renovation and appointment of teachers.



v. Government Middle School Kunj Ferozabad

Government Middle School Kunj, located in the Union Council of Ferozabad, Khuzdar, is severely lacking in basic facilities. The school has no access to essential resources such as textbooks, clean drinking water, electricity, or sanitation.

There is no proper road leading to the school, and no transportation system is available for students. The nearest alternative school is approximately four kilometers away.

Currently, 211 enrolled students are forced to study in only two available classrooms, creating a highly overcrowded and ineffective learning environment. The school is in urgent need of additional classrooms and the appointment of qualified teaching staff to meet the needs of its students.



vi. Government Boys High School Mal Khair Mohd Ferozabad

Government Boys High School Mal Khair Muhammad, located in Ferozabad, Khuzdar, **is facing a severe shortage of basic facilities**. The school lacks clean drinking water, electricity, adequate teaching staff, and other essential resources necessary for a functional learning environment.

With **273 students currently enrolled**, the existing number of classrooms is insufficient to accommodate them. The school urgently requires the construction of additional rooms and the appointment of qualified teachers to ensure proper educational access and quality.



vii. Government Primary School Killi Nathu

Government Primary School Killi Nathu, located in the Union Council of Ferozabad, **has remained nonfunctional for the past 15 years**. The nearest operational school is approximately 50 kilometers away. With no road infrastructure or transportation system available, students have no viable means to access alternative educational facilities.

While the school building still stands, it is old and deteriorating. No teaching staff has been appointed since its closure, and the school currently has zero enrolled students and no personnel.

To restore educational access for the children of this area, the school urgently needs building renovation and the immediate appointment of qualified teaching staff.



viii. Government Girls Primary School Killi Salizai Mardoi

Government Girls Primary School Killi Salizai Mardoi, located in the Union Council of Ferozabad, Khuzdar, is **currently nonfunctional due to the complete absence of teaching staff.**

The region lacks a transport system, leaving students with no practical means to attend the nearest functional school, which is approximately 10 kilometers away. The existing school building is in a severely deteriorated state, resembling an archaeological site, and is unfit for use.

To restore educational access for girls in the area, the school urgently requires the construction of a new building and the appointment of qualified teachers.



ix. Government Primary School Hawaldar Abdul Majeed Baggazai Kanj

This school, located in the Union Council of Ferozabad, is **currently facing a critical shortage of teaching staff. With only one teacher available for 90 enrolled students,** the quality of education is severely compromised.

In addition to the staff shortage, the school also lacks sufficient classrooms to accommodate the students properly. There is an urgent need for the recruitment of additional teachers and the expansion or upgradation of classroom facilities to ensure a conducive learning environment.



❖ BAGHBANA REGION

i. Government Primary School Notani

Government Primary School Notani, located in Baghbana, Khuzdar, is facing serious infrastructural challenges due to the lack of basic facilities.

The school has no access to clean drinking water, electricity, or a secure boundary gate, which poses safety concerns for students and staff. With a total enrollment of 79 students, the absence of these essential services significantly affects the learning environment and daily functioning of the school.

Immediate attention is required to provide basic utilities and improve infrastructure to ensure a safe and supportive educational setting for the students.



ii. Government Girls Primary School Chambar

Government Girls Primary School Chambar, located in Baghbana, Khuzdar, is operating under extremely poor conditions due to the lack of basic facilities.

The school has only three classrooms and no designated space for teaching staff. The sewage and sanitation systems, including the washrooms, are in a severely deteriorated state, posing serious health risks to students and staff. Additionally, the school has no access to clean water or electricity.

A total of 74 students are currently enrolled, but only two Junior Vernacular (JV) teachers have been appointed. This shortage of staff prevents students from receiving the individual attention and support they need for effective learning.

Urgent action is needed to improve infrastructure, provide essential utilities, and increase the number of qualified teachers to ensure a safe and productive educational environment.



iii. Government Higher Secondary School Baghbana

Government Higher Secondary School, located in Baghbana, Khuzdar, is currently facing several infrastructural and staffing challenges that hinder the delivery of quality education.

The school lacks essential facilities such as a clean water supply and proper washroom management. Additionally, the boundary walls are old and deteriorating, requiring urgent renovation to ensure safety and security.

With 325 students enrolled, the current number of teaching staff is insufficient to meet the standards necessary for effective and quality education. Immediate steps are needed to address both infrastructure and staffing shortages to improve the overall learning environment.



iv. Government Girls Middle School Notani

Government Girls Middle School Notani, located in Baghbana, Khuzdar, is **operating under severely inadequate conditions due to the lack of basic facilities.**

The school has a total of eight classes, but the condition of the infrastructure is dangerously poor and poses a serious risk of accidents if not addressed promptly. In addition, the school suffers from an inadequate water supply and limited access to electricity, which further disrupts the learning environment.

There is also a shortage of teaching staff, which affects the school's ability to deliver quality education. Urgent intervention is needed to renovate the infrastructure, ensure basic utilities, and appoint additional qualified teachers to meet the educational needs of the students.



❖ NOUGHY REGION

i. Government Boys Primary School Killi Yar Muhammad

Government Boys Primary School Killi Yar Muhammad, located in Noughy, Khuzdar, is facing **multiple challenges due to the lack of basic facilities.**

The school has no proper access to clean water, electricity, or a functioning sewage system, all of which are in extremely poor condition. Currently, 59 students are being taught by only one Junior Vernacular Teacher (JVT), which is far below the required teacher-to-student ratio.

To ensure a safe and effective learning environment, the school urgently requires the appointment of additional teaching staff and the restoration of essential services and infrastructure.



ii. Government Girls Primary School Killi Yar Muhammad

Government Girls Primary School Killi Yar Muhammad, located in Noughy, Khuzdar, is in urgent need of renovation due to poor infrastructure and the absence of basic facilities.

The school lacks access to clean water, electricity, and a functioning sewage system. The condition of the building, particularly the walls, is extremely poor and poses a serious safety risk to students and staff.

Currently, 39 enrolled female students are being taught by only one female Junior Vernacular Teacher (JVT), which is insufficient to meet the educational needs of the students.

Immediate action is needed to renovate the school building and appoint additional qualified female teaching staff to ensure a safe and supportive learning environment for the students.



iii. Government Boys Primary School Chukki Noughy

Government Boys Primary School Chukki Noughy, located in Noughy, Khuzdar, is facing significant challenges due to the **lack of basic facilities and inadequate infrastructure**.

The condition of the classrooms is poor, and essential utilities such as clean water and electricity are unavailable. Currently, only one Junior Vernacular Teacher (JVT) is responsible for teaching 50 enrolled students, which is insufficient to provide quality education.

The school urgently requires renovation of its infrastructure and the appointment of additional teaching staff to create a safe and effective learning environment for the students.



iv. Government Girls Primary School Chukki Noughy

Government Girls Primary School Chukki Noughy, located in Noughy, Khuzdar, is **currently operating under poor conditions due to the lack of essential facilities**.

The classrooms are in a deteriorated state, and the school has no access to clean water or electricity. Only two Junior Vernacular Teachers (JVTs) are currently appointed, which is not sufficient to meet the educational needs of the students.

The school urgently requires structural renovation and the appointment of additional qualified teaching staff to ensure a safe and conducive learning environment for the students.



v. Government Girls Middle School Hainar Noughy

Government Girls Middle School Hainar Noughy, located in Noughy, Khuzdar, is facing serious challenges due to **a lack of basic infrastructure and resources.**

The classrooms are in poor condition, and essential facilities such as clean water and electricity are not available. The number of appointed teachers is insufficient to meet the academic needs of the students and to maintain a standard of quality education.

The school urgently requires comprehensive renovation and the appointment of additional qualified teaching staff to provide a safe and effective learning environment for the students.



vi. Government Boys High School Hainar Noughy

Government Boys High School Hainar Noughy, located in Noughy, Khuzdar, is currently operating with **inadequate infrastructure and insufficient resources.**

The classrooms are in poor condition, and the school lacks access to basic facilities such as clean water and electricity. With 231 students enrolled, the current number of teaching staff is far below the required standard for delivering quality education.

The school urgently needs renovation and the appointment of additional qualified teachers to ensure a safe and effective learning environment for all students.



vii. GOVERNMENT PRIMARY SCHOOL KILLI YAR MUHAMMAD

Government Primary School Killi Yar Muhammad, located in Noughy, Khuzdar, is **currently functional but faces numerous critical challenges that hinder effective education delivery.**

The school suffers from construction-related issues and an overall shortage of classrooms. Basic facilities such as clean water and electricity are completely lacking. Currently, **only one Junior Vernacular Teacher (JVT) is responsible for teaching 71 enrolled students**, which is insufficient to maintain quality education.

The school urgently requires renovation of its infrastructure and the appointment of additional teaching staff to create a safe, functional, and supportive learning environment for the students.



viii. Government Boys Primary School Dar Ul Dad And Government Girls Primary School Dar Ul Dad

The Government Boys and Girls Primary Schools located in Dar Ul Dad, Noughy, Khuzdar, are currently functional but face serious challenges due to the **absence of essential facilities.**

Both schools lack basic infrastructure, including clean water supply, electricity, and a functioning sewage system. These deficiencies negatively impact the learning environment and pose health and safety risks for students and staff.

To ensure the continued operation and improvement of educational outcomes, the schools urgently require structural renovation and the appointment of additional qualified teaching staff.



3. GRESHA REGION

This survey presents data collected from several government schools in Gresha, Khuzdar, highlighting widespread issues such as non-functional schools, lack of basic facilities, and the absence of teaching staff.

While some schools may appear slightly better than others, overall conditions remain poor. Due to severe economic hardship and lack of transport and communication infrastructure, residents rely solely on government schools.

Most institutions are non-operational primarily because of unappointed or absent teachers, and basic facilities like water, electricity, and washrooms are largely nonexistent. The following data offers a clearer picture of the educational challenges faced by students in the region.

i. Government BOYS PRIMARY SCHOOL DARDAN

Government Boys Primary School Dardan in Gresha currently has 22 enrolled students but only one JVT teacher, with frequent teacher absenteeism further impacting learning. The school suffers from severe infrastructure issues, including two damaged classrooms lacking doors, windows, chairs, and teacher's desks.

Basic necessities such as water supply, washrooms, and curriculum books are also missing. These deficiencies have severely disrupted students' education, leading many to drop out.

The school is **currently non-functional** and urgently requires proper staffing, essential facilities, and consistent oversight to become operational and effective.



ii. Government Girls Primary School Dardan

Government Girls Primary School Dardan, located in Gresha, has 51 enrolled students who attend regularly. However, the school is facing significant challenges, with only one teacher available to handle all academic duties. Students lack access to essential facilities such as clean water, tables, chairs, a playground, and textbooks—basic necessities for a functional learning environment. These ongoing issues hinder students' academic progress and risk discouraging continued attendance. While the school remains operational, it urgently requires additional teaching staff, essential resources, and proper management to ensure a supportive and effective educational setting.



iii. Government Girls Middle Schools Cheel

Government Girls Middle School Cheel, located in Gresha, currently has over 60 enrolled students. However, the school faces serious operational challenges, as appointed teachers are not performing their duties. Additionally, the institution lacks essential facilities—there is no water supply, no electricity, and the existing washrooms are broken and unusable.

These basic amenities are critical for a functional and safe educational environment. As evident in the visuals provided, the current condition of the school severely hinders students' ability to learn and thrive. Urgent intervention is needed to restore basic services and ensure staff accountability.



iv. Government Boys High School Cheel

Government Boys High School Cheel, located in Garesha, has an enrollment of 280 students from basic to matric levels. Despite its high enrollment, the school operates with only four teachers and four classrooms, creating an overwhelming student-to-teacher ratio and inadequate learning space.

Students report receiving insufficient education due to the shortage of staff and facilities. These persistent challenges have led some students to discontinue their education. While the school remains functional, it urgently requires additional classrooms, teacher appointments, and improved management to ensure a quality educational environment.



v. Government Girls Primary School Garri

Government Girls Primary School Garri, located in Gresha, is currently **non-functional** due to the complete absence of teaching staff. Although the school has basic infrastructure, the lack of teachers has left the female children of the area without access to education.

This situation disproportionately affects girls, who already face greater barriers to education compared to boys. Immediate action is needed to appoint qualified teachers and establish proper management to prevent the academic futures of many Baloch female students from being lost.



vi. Government Primary School Jawarji

Government Primary School Jawarji, located in Garesha, is **currently non-functional** due to the complete absence of teaching staff. Although the school has two classrooms, the lack of teachers has forced its closure. In addition, the school lacks essential facilities such as water,

electricity, washrooms, and a playground. These deficiencies severely hinder the possibility of providing a basic and safe educational environment.



According to local residents, if teachers are appointed, they are willing to contribute towards providing other basic facilities on their own. However, the school urgently requires proper management, the immediate appointment of qualified teachers, and consistent oversight to ensure it becomes a functional and supportive learning environment for the students.

4. Kech Region

Kech, a district of the Makuran Division, is widely known for its high literacy rate and reputation as one of Balochistan's most educated regions. However, during our recent survey conducted under the Baloch Literacy Campaign (BLC), our team found a concerning reality that contrasts sharply with this perception.

Despite its reputation, the majority of schools in the urban areas of Kech are in extremely poor condition. Our findings highlight a severe educational crisis, primarily due to the lack of basic facilities and infrastructure. Kech is among the hottest districts in the country, yet 98% of the urban schools visited by our team lack electricity, making it nearly impossible to maintain a conducive learning environment, especially during peak summer months.

The Buleda and Dasht regions of Kech face significant transportation challenges. Students have no viable alternatives apart from government schools, most of which suffer from inadequate infrastructure, dilapidated buildings, and a lack of basic amenities such as water and sanitation.

Another alarming issue is the high number of ghost teachers in these areas, further deteriorating the quality of education and leaving students without the support they need to succeed.

The Baloch Students Action Committee's BLC team visited multiple schools across these regions and compiled a detailed report documenting the educational challenges faced by each institution.

❖ BULEDA REGION

i. Government Boys High School And Government Girls High School Alandoor

Government Boys High School:

The school is facing a severe shortage of teaching staff, particularly affecting the matriculation (9th and 10th grade) classes. As a result, these essential classes are not being conducted. Matriculation serves as the foundation for students who wish to pursue higher education, and the absence of qualified teachers at this critical level is depriving students of their academic progression and future opportunities.

Government Girls High School:

The Girls High School is grappling with an acute shortage of classrooms. The number of rooms currently available is insufficient to accommodate the large number of enrolled students. Overcrowding has become a major barrier to learning, making it difficult for students to concentrate and for teachers to maintain effective classroom management.

Both schools urgently require intervention—teacher appointments for the Boys High School and infrastructure expansion for the Girls High School—to ensure that students are provided with a fair and functional educational environment.

ii. Government Boys High School Gilli

Government Boys High School Gilli, like many other schools in the region, is facing a critical shortage of teaching staff—particularly for matriculation-level classes. This shortage has led to the suspension of science classes, depriving students of access to essential scientific education.

Science education plays a vital role in the development of any society, and its absence is a major setback for students in marginalized regions like Balochistan. The lack of science instruction at this foundational level limits students' academic growth and future opportunities in scientific and technical fields.

Immediate appointment of qualified science teachers is necessary to ensure that students in Gilli are not left behind in a subject so crucial to national progress and development.

iii. Government Middle School Gilli

The school is facing serious infrastructure challenges. It lacks boundary walls, posing safety and security concerns for students and staff. Additionally, the number of classrooms is insufficient to accommodate the current number of enrolled students, leading to overcrowded learning conditions.

Urgent action is needed to construct proper boundary walls and expand classroom facilities to provide a safe and supportive educational environment.

iv. Government Primary School Galli

Government Primary School Galli has been **nonfunctional for an extended period due to the absence of teaching staff**. Teachers have ceased performing their duties, leaving the school inactive and the future of its students at serious risk.

Despite these challenges, students in the area have shown strong enthusiasm and willingness to pursue education. However, without the appointment of dedicated teaching staff, their potential remains unfulfilled.

Immediate intervention is required to reactivate the school by appointing qualified teachers and restoring regular academic activities to secure the educational future of the children in Galli.

v. Government Middle School Kochag

Government Middle School Kochag is currently facing multiple challenges that severely impact the quality of education. The most pressing issues include a **shortage of teaching staff and the absence of a boundary wall**.

With only two teachers appointed, the current staff is insufficient to meet the needs of the enrolled students. As a middle school, it requires a secure environment, proper staffing, access to textbooks, and recreational facilities such as a playground. Unfortunately, the school is deprived of all these basic necessities.

Immediate steps are needed to address these deficiencies—particularly the appointment of additional teachers, construction of a boundary wall, and provision of essential learning resources—to ensure a safe and effective educational environment for the students of Kochag.

vi. Government Girls High School Mainaz

Government Girls High School Mainaz is facing a **critical shortage of teaching staff**. The current number of teachers is insufficient to meet the academic needs of the enrolled students, resulting in the suspension of matriculation (9th and 10th grade) classes.

This issue is especially concerning given the already low female literacy rate in Balochistan. The lack of access to higher secondary education further marginalizes young girls in the region and denies them the opportunity to pursue academic and personal growth.

Immediate action is required to appoint qualified teaching staff and restore full academic operations, ensuring that female students in Mainaz are not deprived of their fundamental right to education.

vii. Government Boys Primary School Chib And Government Girls Primary School Chib

Both Government Boys and Girls Primary Schools in Chib are facing a serious shortage of teaching staff. Among the few teachers officially appointed, several are not reporting for duty and have not been held accountable by the relevant authorities.

The condition of the **Government Girls Primary School** is particularly alarming. The school building is in a state of severe disrepair—classroom walls are broken and pose a significant safety risk to students. Shockingly, not a single appointed teacher is currently present or performing their duties at the Girls School, leaving the students entirely neglected.

Immediate action is required to restore the learning environment:

- Ensure accountability for absent teachers
- Appoint additional and active teaching staff
- Renovate the damaged school infrastructure to prevent potential accidents

Without urgent intervention, the children—especially girls—of Chib remain deprived of their basic right to safe and quality education.

viii. Government Girls Middle School Bit

Government Girls Middle School Bit is facing serious challenges related to both infrastructure and teaching staff.

The school's infrastructure is in a deteriorated state. Classrooms are broken and unsafe, posing a serious risk of accidents. Despite these conditions, no repairs or renovations have been made to improve the learning environment.

In addition, the school suffers from a lack of active teaching staff. Several appointed teachers are not performing their duties, and there has been no accountability from the relevant authorities. As a result, the education of female students is severely disrupted, further contributing to the already low literacy rate among girls in the region.

Urgent measures are needed to:

- Renovate and secure the school infrastructure
- Enforce accountability for absentee teachers
- Appoint committed teaching staff to restore regular academic activities

Without immediate intervention, the education and safety of female students in Bit remain in jeopardy..

ix. Government Boys High School Nag Zamuran

The school urgently requires renovation due to its deteriorating infrastructure. A severe shortage of teaching staff has halted matric classes, depriving students of access to secondary education. Immediate action is needed to restore infrastructure and appoint qualified teachers.

x. Government Girls Middle School Nag Zamuran

The school is in poor condition, with collapsed classroom walls and no permanent teaching staff. Only three temporary teachers provide limited instruction for about two hours daily. This minimal access to education is deeply concerning in the 21st century and demands urgent attention.

xi. Government Boys High School Niwano Zamuran

The school suffers from severe infrastructure issues and a shortage of active teaching staff. Ghost teachers have left the primary section nonfunctional. There is no boundary wall, and the existing classroom walls are damaged. Despite its high school status, only six broken classrooms are available. Immediate intervention is needed to restore functionality and safety.

xii. Government Primary Boys School Kaldar

Government Boys Primary School Kaldar is currently nonfunctional due to the complete absence of teaching staff. The children of the region are eager to pursue education, but the lack of resources has made it impossible for them to do so.

At present, there are no teachers appointed to the school, and the infrastructure is severely lacking. There are no proper classrooms or boundary walls, making the environment unsafe and unsuitable for learning.

To ensure access to education for the children of Kaldar, the school urgently requires:

- Appointment of qualified teaching staff
- Construction of classrooms
- Building of boundary walls for safety and structure

Immediate action is essential to secure the educational future of this community.

xiii. Government Girls Primary School Kaldar

Government Girls Primary School Kaldar is facing serious challenges due to a lack of teaching staff and poor infrastructure. The school has no boundary wall, and the existing classroom walls are broken, creating an unsafe environment for students.

Although teachers have been appointed, they are not performing their duties, and there is no accountability for their absence. As a result, the education of young girls in the area is being severely compromised.

❖ DASHT REGION

i. Government Primary School Kocho Dasht

Government Primary School Kocho in the Dasht region operates with only two classrooms and lacks a designated staff room. The school is critically under-resourced, facing major shortages in basic facilities including clean water supply, electricity, a boundary wall, and curriculum books.

The absence of these essential facilities has created an environment that is not conducive to learning. A school is more than just a structure—it requires proper infrastructure, teaching materials, and a safe atmosphere to support quality education.

ii. Government Middle School Mir Sahib Dad Bazar Dadey

Established in 2006, this school is barely functional, with only two classrooms in use. Most teaching posts are vacant, and appointed staff are not on duty. The school lacks water, electricity, washrooms, a sewage system, and a boundary wall.

With no nearby alternatives, students in Mir Sahib Dad Bazar are deprived of quality education. Immediate action is needed to appoint teachers, build classrooms, and provide basic facilities.

iii. Government Girls Middle School Talvi

The school lacks all essential facilities—no water supply, electricity, washrooms, sewage system, or boundary wall. There is no staff room, and the number of teachers is insufficient for the enrolled students.

Female students have previously protested the poor conditions, with their concerns highlighted on the organization's media platform. Immediate appointment of teaching staff and provision of basic infrastructure is urgently needed.

❖ SHAHRAK REGION

i. Government Girls Middle School Kisak

The school faces a serious shortage of teaching staff, with current appointments falling short of student needs. Students have previously protested demanding teacher appointments.

The school also lacks a staff room, science lab, playground, and adequate classrooms. Immediate action is needed to appoint more teachers and improve infrastructure, including construction of classrooms and a boundary wall.

ii. Government Boys Primary School Zangi Bazar

The school is semi-functional and lacks all basic facilities, including water supply, electricity, washrooms, sewage system, boundary wall, and playground. Since its establishment, the education department has not conducted any visits.

Urgent action is needed for teacher appointments, classroom construction, and essential infrastructure development.

iii. Government Primary School Pogonsh

The school is on the verge of closure and currently serves both male and female students in a single room due to the lack of educational institutions in the area. There is a severe shortage of teaching staff.

Basic facilities—including water supply, electricity, washrooms, playground, boundary wall, and sewage system—are entirely absent. Immediate teacher appointments and construction of classrooms and boundary infrastructure are urgently needed.

iv. Government Primary School Waris Mohala

The school lacks essential facilities including water supply, electricity, sewage system, washrooms, boundary wall, and a playground. There is also a shortage of teaching staff.

Urgent steps are required to appoint new teachers and construct additional classrooms and boundary walls to ensure a proper learning environment.

v. Government Boys Primary School Dandal

Government Boys Primary School Dandal is facing a severe shortage of basic facilities, including water supply, electricity, sewage system, washrooms, a boundary wall, and a playground. The school also lacks adequate teaching staff, making it difficult to provide students with a consistent and meaningful learning experience.

Despite students' eagerness to attend school, the absence of necessary infrastructure and academic support has created a major hurdle in their education. Immediate action is needed for the appointment of qualified teachers and the construction of essential facilities to safeguard the future of the children in this area.

vi. Government Girls Primary School Kikan

Government Girls Primary School Kikan is deprived of essential facilities including water supply, electricity, sewage system, washrooms, a boundary wall, and a playground. The shortage of teaching staff has further impacted the learning environment, with no proper support system in place for the enrolled female students.

vii. Government Boys Primary School Kikan

Government Boys Primary School Kikan is facing severe challenges due to the absence of basic facilities such as water supply, electricity, a functioning sewage system, washrooms, boundary walls, and a playground. The school also lacks a designated staff room for teachers, adding to the difficulties faced by the existing limited teaching staff.

There is a significant shortage of teachers, which affects the quality of education provided to the enrolled students. Immediate action is required to appoint new teaching staff and to construct additional classrooms and boundary walls to ensure a safe and conducive learning environment for the children of Kikan.

❖ TUMP REGION

i. Government Girls Primary School Basth Bazar Balicha

Government Girls Primary School Basth Bazar in Balicha is facing critical challenges that hinder the delivery of quality education. The school lacks essential facilities, including clean water, a sewage system, washrooms, electricity, proper furniture, playgrounds, and curriculum books. There is no staff room available for the current teaching staff.

A severe shortage of teachers further compromises the academic environment. Additionally, the walls of the Grade 1 classroom are damaged and pose a serious safety risk, as they could collapse at any time. Immediate intervention is needed for the appointment of qualified teachers and the construction of new classrooms, boundary walls, and other essential infrastructure to safeguard students and ensure access to basic education.

ii. Government Girls High School Balicha

Government Girls High School Balicha is currently operating with an insufficient number of teaching staff. The number of appointed teachers falls well below the required ratio for the existing student population, significantly affecting the quality of education delivered.

Moreover, the school lacks essential academic facilities, particularly a science laboratory. As a result, science classes are not being conducted, depriving students of practical learning opportunities crucial for understanding scientific concepts. The absence of space for extracurricular activities further limits the holistic development of students.

Immediate steps are needed to address these issues. This includes the appointment of additional qualified teachers and the construction of new classrooms, science labs, and boundary walls to create a safe and conducive learning environment.

iii. Government Girls Primary School Mochi Bazar Tump

Government Girls Primary School Mochi Bazar in Tump is currently facing critical educational challenges. The classroom for 1st grade is in a severely dilapidated condition, with broken walls and a damaged roof, posing a serious safety hazard to students and staff.

The school is also deprived of all basic facilities including water supply, electricity, functional washrooms, sewage system, playground, blackboards, books, and a secure boundary wall. Alarming, only one teacher is responsible for teaching the entire primary section, making it impossible to provide quality education.

Immediate intervention is required in the form of additional teacher appointments and the reconstruction of classrooms and school infrastructure to ensure a safe and effective learning environment.

iv. Government Primary School Bandh E Gwaz

Government Primary School Bandh-e-Gwaz is currently functioning as a co-educational institution for both boys and girls. Despite high student enrollment, the school has only one teacher responsible for the entire primary section, resulting in a severe lack of individual attention for students at this critical stage of their education.

The school is also deprived of essential basic facilities such as clean water supply, electricity, functional washrooms, sewage system, playground, blackboards, curriculum books, and a protective boundary wall. The absence of a proper educational environment continues to hinder the academic growth and safety of the children.

Urgent action is needed to appoint more teaching staff and to construct additional classrooms and school infrastructure to ensure safe, inclusive, and effective education for all students.

v. Government Primary School Shaykahn

Government Primary School Shaykahn is currently semi-functional. Out of three appointed teachers, only one is actively performing their duties, leaving the students without adequate educational support. The school lacks any proper classrooms or a boundary wall, forcing children to study under the open sky in extreme heat.

Moreover, the school is completely deprived of basic infrastructure and essential learning facilities. There is no access to clean water, electricity, functioning washrooms, sewage system, playground, blackboards, or curriculum books. This dire situation is a major obstacle to the students' education and overall well-being.

❖ TURBAT CITY REGION

i. Government Girls Middle School Meri Turbat

Government Girls Middle School Meri is the only middle-level educational institution for female students in the area, making it a vital resource for girls' education. Unfortunately, the school is struggling to provide quality education **due to a severe lack of teaching staff**. Among the few appointed teachers, many are frequently absent, leaving students without proper instruction and academic support.

In addition to the staffing crisis, **the school lacks basic infrastructure and essential facilities**. There is no access to clean water, electricity, functional washrooms, sewage system, or playgrounds. The classrooms are without blackboards and curriculum books, creating further barriers to effective learning.

Given the critical role this school plays in promoting female education in the region, urgent steps are required. New teachers must be appointed immediately, and the school infrastructure—including classrooms, boundary walls, and all essential utilities—must be upgraded to ensure a safe and supportive learning environment for female students.



ii. Government Girls High School Khairabad

Government Girls High School Khairabad is the **only high school** available for female students in the region, making it a crucial educational institution. However, the school is facing serious challenges that hinder the provision of quality education. There is a significant shortage of teaching staff, and among those appointed, many are frequently absent. As a result, the primary section is semi-functional, and matriculation classes are not being conducted regularly.

In addition to staff shortages, the school is deprived of basic facilities such as clean water, electricity, washrooms, sewage system, playgrounds, blackboards, and curriculum books. Many classrooms are damaged and unsafe for use, posing a serious risk to students.

Immediate action is required to appoint dedicated teaching staff and to rebuild and equip the school with essential infrastructure. Without urgent intervention, the educational future of hundreds of girls in Khairabad remains at risk.



5. Lasbela District, Balochistan

Lasbela District, situated in the Kalat Division of Balochistan, faces one of the highest poverty rates in the country, making it difficult for parents to provide quality education to their children. Government-run educational institutions serve as the primary source of education in the district; however, these institutions are also failing to fulfill their role effectively. A survey conducted by the Baloch Students Action Committee's BLC team highlights the region's ongoing educational crisis.

❖ BELLA REGION

i. Government High School Bella

Government High School Bela, located in Lasbela District, enrolls approximately 1,000 students. However, the school lacks proper classrooms, as it was severely damaged in the 2013 earthquake. Many classrooms were destroyed, and several rooms remain roofless to this day. Although a new tender worth millions of rupees was approved for reconstruction, the construction process has been extremely slow, severely disrupting the education of nearly 1,000 students.

In addition to the slow reconstruction, the school faces several other critical issues, including the absence of science laboratories, an inadequate number of teachers, the lack of a library, insufficient water supply, poorly maintained washrooms, and a defective examination system. These challenges continue to hinder the students' academic progress and overall learning experience.



ii. Government Boys Middle School Bada Baag Bella

Government Boys Middle School Bada Baag Bella is located in the native area of prominent minister Jam Kamal Khan. However, the school lacks all basic facilities. There is no access to clean water, sewage systems, boundary walls, washrooms, or even essential books.

The school building remains roofless, forcing students to study under the open sky, exposed to harsh weather conditions. In search of shade, they are compelled to sit under trees to continue their lessons. The education of these innocent children, as evident in the available images, is at serious risk. Immediate action is required to address these critical issues and ensure a safe and conducive learning environment.



iii. Government Girls School Saleh Berozai

Government Girls School Saleh Berozai, located in Lasbela District, enrolls approximately 207 female students. However, a severe shortage of classrooms has significantly disrupted the education of many students.

In addition to the lack of classrooms, the school faces multiple challenges, including an inadequate water supply, broken washrooms (as evident in the provided images), an insufficient sewage system, lack of electricity, and missing boundary walls. The already low female literacy

rate in Balochistan, compared to male students, further exacerbates the situation. Additionally, the school suffers from a shortage of teaching staff, making it difficult to meet the academic needs of enrolled students.

Greater attention from the government is urgently required to improve female education and provide these students with the necessary facilities for a proper learning environment.



iv. Government High School Ismailani

Government High School Ismailani, located in Lasbela District, was constructed in 1976 and has not undergone any repairs since its establishment. As a result, most classrooms have remained in a deteriorated state for the past 35 years. The school enrolls approximately 600 students but faces a severe shortage of classrooms and washrooms, along with an inadequate number of teachers.

Additionally, the school lacks an examination hall, a functional library, and a proper water supply system. The absence of these essential facilities continues to hinder the students' learning experience. Immediate action is required to renovate the school's infrastructure, appoint additional teachers, and ensure the availability of basic necessities such as water, electricity, and washrooms.



❖ Winder Region Report

i. Government Boys High School Winder

Government Boys High School Winder, located in Lasbela District, enrolls approximately 1,150 students. However, the school is struggling with a severe shortage of both classrooms and teaching staff, making it difficult to provide quality education to all students.

The existing infrastructure has suffered significant damage due to monsoon rains, leaving it in a deteriorated condition. Additionally, the school lacks essential facilities, including a proper water supply, electricity, washrooms, blackboards, books, and a functional sewage system.

Urgent measures are needed to address these issues. The appointment of additional teachers is crucial to meet the educational needs of the students. Furthermore, immediate renovation of the school's infrastructure and the provision of basic amenities such as water, electricity, and washrooms must be prioritized to ensure a safe and conducive learning environment.



ii. Government Boys Primary School Gulsheri

Government Boys Primary School Gulsheri, located in Lasbela District, enrolls approximately 150 students. However, the school operates with only two teachers and consists of just two classrooms, making it extremely challenging to provide quality education. The severe shortage of teaching staff further exacerbates the difficulties faced by students.

In addition to the lack of teachers and classrooms, the school is deprived of essential facilities such as a proper water supply, washrooms, blackboards, books, and playgrounds. Classrooms serve as the foundation for learning, and teachers play a vital role in shaping students' futures. However, the inadequate number of teachers has created significant obstacles in delivering proper education.

Immediate action is required to address these issues. The appointment of additional teachers is crucial, along with urgent renovations to the school's infrastructure. Basic facilities such as water, electricity, and washrooms must be made available as soon as possible to ensure a suitable learning environment for students.



iii. Government Boys High School Sonmeyani

Government Boys High School Sonmiani, located in Lasbela District, enrolls approximately 385 students. However, the school's infrastructure is in a severely deteriorated condition, with classrooms resembling an archaeological site rather than a functional learning environment.

The school faces a critical shortage of teaching staff, and essential facilities such as water supply, washrooms, electricity, playgrounds, blackboards, and books are unavailable. Additionally, science classes are not being conducted due to the absence of qualified science teachers. Science education is vital for fostering critical thinking, problem-solving skills, and a deeper understanding of the natural world. The immediate appointment of science teachers is essential to ensure students receive a well-rounded education.

Urgent measures are needed to address these issues. More teachers must be appointed, the school's infrastructure must be renovated without delay, and fundamental amenities such as water, electricity, and washrooms must be provided to create a proper learning environment for students.



iv. GOVERNMENT BOYS HIGH SCHOOL DAAM

Government Boys High School Daam, located in Lasbela District, enrolls approximately 350 students. However, the school faces severe infrastructure and staffing issues. Despite four classrooms being tendered for construction, the project has remained incomplete for the past two years. As a result, students are forced to study under the open sky, exposed to harsh weather conditions.

The shortage of teaching staff further exacerbates the challenges, particularly due to the absence of a science teacher. Depriving students of science education means depriving them of essential skills needed in today's world. Additionally, the school lacks an examination hall, preventing students from taking their exams in a peaceful and structured environment.

Other critical facilities, including water supply, washrooms, books, blackboards, and playgrounds, are also unavailable. Immediate action is required to address these pressing issues. The appointment of additional teachers, particularly a science teacher, is essential. Furthermore, the stalled construction must be completed, and basic amenities such as water, electricity, and washrooms must be provided to create a proper learning environment for students.



v. Government Boys High School Goth Haji Kasmia Jammot Matahadi

The condition of Government Boys High School Goth Haji Kasmia Jammot Matahadi is deeply concerning. While students arrive at the school on time, there is no teaching staff available to provide education. Additionally, the school lacks lower staff to maintain and care for the property, leading to significant damage to school resources.

Immediate action is needed to address these critical issues. The appointment of new teachers is essential to ensure students receive a proper education.

Furthermore, the school's infrastructure must be renovated without delay, and basic facilities such as water, electricity, and washrooms must be provided to create a suitable and safe learning environment for the students.



vi. Razakharana Primary School Goth Yameen Jamoot Kanharaj

Razakharana Primary School Goth Yameen Jamoot Kanharaj, located in Lasbela District, currently enrolls 45 students. The nearest educational institution is 20 to 25 kilometers away, leaving the local community with no other options for education. This school is being operated by the local people, who have hired a teacher independently and are covering the teacher's wages through local support.

The community strongly urges higher authorities to grant this school official government status and appoint additional teachers to meet the educational needs of the students. Such support would greatly improve the educational opportunities for the children in this remote area.



❖ Uthal Region

i. Government Primary School Bradh Khan Goth Uthal

Government Primary School Bradh Khan Goth Uthal, located in Lasbela, has been closed for a year due to a lack of teachers, leaving the students in the region without any access to education.

The school's infrastructure is in a completely destroyed condition, further hindering the possibility of resuming classes.

Immediate action is required to appoint new teachers to reopen the school and provide education to the children in this area. Additionally, the school's infrastructure must be renovated without delay, and basic facilities such as water, electricity, and washrooms must be provided to create a safe and conducive learning environment for the students.



ii. Goth Muhammad Primary School Uthal

Goth Muhammad Primary School Uthal, located in Lasbela District, currently enrolls 46 students. However, the school lacks proper infrastructure, with students being forced to study in makeshift huts. The school also faces a critical shortage of teaching staff, making it difficult to provide quality education.

In addition to the lack of teachers, basic facilities such as water supply, electricity, playgrounds, washrooms, and books are unavailable, further hindering the students' learning experience.

Immediate action is required to address these issues. New teachers must be appointed, and the school's infrastructure must be renovated as soon as possible. Furthermore, basic amenities such as water, electricity, and washrooms must be provided to create a safe and conducive environment for learning.



iii. Primary Nchd Muhammad Hashim School Barfat Goth

Primary NCHD Muhammad Hashim School Barfat Goth, located in Lasbela District, is in a state of severe disrepair, with the infrastructure broken and destroyed. As a result, students are forced to study in makeshift huts, which is far from ideal for their education.

The school also faces a critical shortage of teaching staff, preventing students from receiving adequate instruction. Additionally, essential basic facilities such as water supply, electricity, playgrounds, washrooms, and books are not available.



iv. Government High School Lakara

Government High School Larkara, located in Lasbela District, is facing significant challenges, primarily due to a lack of teaching staff. In addition to the shortage of teachers, the school also lacks essential basic facilities, including water supply, electricity, playgrounds, washrooms, and books.

Immediate action is required to address these issues. The appointment of new teachers is critical to ensuring that students receive a proper education. Additionally, the school's infrastructure needs urgent renovation, and essential facilities such as water, electricity, and washrooms must be provided without delay. This school requires immediate and proper attention to create a conducive learning environment and support the academic development of its students.



6. Kachi Bolan, Naseerabad Division

i. Government Boys Primary School Tahkri, Bhag

The Government Boys Primary School in Tahkri, Bhag Nari (Bolan District) has been closed for the past seven years, leaving the village's population of over 1,800 without any access to functional educational facilities. Currently, there is no operational school in the entire area, depriving hundreds of children of their right to basic education.

The school building is in a severely neglected state, lacking boundary walls and all essential facilities such as water, toilets, electricity, and furniture. With no alternative schools nearby, the educational needs of the village remain completely unmet.

Immediate action is needed from the relevant authorities to reopen the school, appoint qualified teachers, and restore essential infrastructure. Without swift intervention, the educational future of the children in Tahkri will remain in jeopardy.



ii. Government Boys Primary School in Nau Shahra, Bhag Nari

The Government Boys Primary School in Nau Shahra, Bhag Nari (Bolan District) is operating under extremely challenging conditions. With a population of over 2,000 in the area, the school is severely under-resourced. It lacks basic facilities such as electricity and clean drinking water. The school building is in a damaged state, with deteriorating infrastructure that poses safety concerns. Additionally, there is only one teacher managing all students, making it nearly impossible to provide quality education. Immediate attention is needed to improve staffing, restore infrastructure, and ensure access to essential utilities for a functional and safe learning environment.



iii. Government Primary School (Boys and Girls) in Kili Satakazai, Mach

The Government Primary School (Boys and Girls) in Kili Satakazai, Mach (Bolan District), has been operating in a mud house for the past 15 years after its original building was destroyed by a flood. Serving over 150 students from a population of approximately 1,800, the school has only one teacher and no basic facilities. It lacks boundary walls, clean water, electricity, and toilets, making the learning environment extremely difficult for both students and staff. The nearest alternative school is 5 kilometers away, further limiting access to education for many children in the village. Urgent intervention is required to rebuild the school, increase staff, and provide essential facilities to ensure a safe and functional learning space.



iv. Government Middle School in Goani Pirha, Mach

The Government Middle School in Goani Pirha, Mach (Bolan District), has been closed for the past five years, leaving the local population of over 3,000 without access to basic education. There is no functional primary or middle school in the entire area, and the schools in Mach city are located far from the village, making daily travel difficult for young children. The prolonged closure has created a severe educational gap, with no nearby alternatives available. Immediate steps are needed to reopen the school and ensure that the children of Goani Pirha have access to their fundamental right to education.



v. Government Girls Middle School in Mehrgarh village, Dhadar

The Government Girls Middle School in Mehrgarh village, Dhadar (Bolan District), **was established in 2005 but has remained closed** since being severely damaged by floods. Prior to its closure, the school had over **300 enrolled students**, making it a vital educational institution for the area. Despite the closure, teachers reportedly continue to receive salaries without performing their duties. With no alternative school available for girls in the village, the community has repeatedly called for the reopening and restoration of the school. Immediate action is required to rebuild the facility, ensure staff accountability, and restore educational access for the girls of Mehrgarh.



vi. Government Primary School in Pir Ismail, Mach

The Government Primary School in Pir Ismail, Mach (Bolan District), serves a population of over 1,000 people but operates under extremely poor conditions. The school consists of only one room, with no boundary walls, washrooms, electricity, or other basic facilities. There is only one teacher assigned to manage all students. It is the only school in the area, making it a critical educational resource for the community. During a visit, the Baloch Literacy Campaign (BLC) team distributed the *Gaam* booklet and engaged with students. Villagers strongly demanded the deployment of additional teachers and the construction of a proper school building to ensure their children receive a basic, dignified education.



7. Mastung Region

i. The Government Primary School (Boys and Girls) in Thank, Isplinji (Mastung District)

The Government Primary School (Boys and Girls) in Thank, Isplinji (Mastung District), is operating under extremely poor conditions. The school lacks all basic facilities, including electricity, water, washrooms, and boundary walls. The building is damaged, and only one teacher is available to manage all students. Additionally, textbooks from the Balochistan Board have not been delivered; the sole teacher had to purchase books out of pocket for the students. During the visit, the Baloch Literacy Campaign (BLC) team raised awareness about the BSAC initiative, distributed informational booklets to the teacher, and shared *Gaam* with the students. The children expressed a clear demand: they want their school to be fully functional and provided with proper learning materials and support.



ii. Government Primary School in Zehri Gatt, Isplinji

The Government Primary School in Zehri Gatt, Isplinji (Mastung District), has been closed for the past 10 years. A decade ago, the school was functional, but it was occupied by security forces (FC), who established a mini camp on the premises. Although the camp was relocated after seven years, the school remains non-operational. The building has been severely damaged during its occupation, and no teachers have been redeployed since. Despite repeated appeals from the local villagers, no action has been taken to reopen the school. With a population of over 800 and more than 150 school-aged children in the area, the absence of a functioning school has left a major gap in access to education. The nearest high school in Isplinji city is 3 kilometers away, making it difficult for younger children to attend.



iii. Government Primary School (Boys and Girls) in Sheshaar, Isplinji

The Government Primary School (Boys and Girls) in Sheshaar, Isplinji (Mastung District), **has remained non-functional since 2022**, after the security forces (FC) vacated the premises they had occupied as a camp since 2019. Since then, no government teacher has returned to provide educational services. The school building was left damaged, and it lacks all basic facilities, including electricity, water, washrooms, and boundary walls. In the absence of official support, a local student has taken it upon himself to teach the children without pay. He also personally provides books and other essential materials. During a visit, the Baloch Literacy Campaign (BLC) team distributed *Gaam*, the official children's booklet, and engaged with students who expressed a strong desire to continue their education. They called on the government to appoint teachers and provide the necessary facilities to restore proper learning conditions.



8. Barkhan Region

i. Primary School Basti Karhi Charha

The Primary School Basti Karhi Charha, Union council Lakhi Bharr, district Barkhan Balochistan, has a building that is in a state of disrepair and is near to collapse soon.



ii. Government Primary School located in Basti Kujha

The Government Primary School located in Basti Kujha, District Barkhan has been found **non-functional** as of April 2025. A local journalist reported that the school has remained closed for an extended period, depriving dozens of children in the area of their right to basic education. The closure reflects broader systemic neglect and lack of monitoring in remote regions of Balochistan.



iii. Government Primary School in Basti Mian Khan Gajwani

The building of the Government Primary School in Basti Mian Khan Gajwani, Rakhni (District Barkhan) is in a **critically damaged** state and at risk of collapse. Over **80 students** currently attend classes under this hazardous structure, placing their lives in serious danger.



iv. Government Boys Primary School in Khrecharrah

The Government Boys Primary School in Khrecharrah, District Barkhan, is in a **dangerously poor structural condition**. Around **50 students** attend the school, but the building is at constant risk of collapsing. Despite the threat to student safety, **officials from the Education Department have never visited the school** or addressed the issue.



v. **Government Girls Primary School in Basti Rehmdil**

The Government Girls Primary School in Basti Rehmdil, located in Union Council Naharkot, District Barkhan, has **remained closed for the past month** due to the absence of appointed female teachers. As a result, the education of **65 enrolled girls** has come to a complete halt.



vi. **Govt. Community Primary School in Basti Malik Muhammad Nawaz**

The Govt. Community Primary School in Basti Malik Muhammad Nawaz Youtiani Marri, Barkhan, lacks basic facilities—no building, no road access, and no learning resources. Students study in open fields surrounded by livestock, highlighting the severe neglect of rural education.



❖ More Closed Schools In Barkhan

The education system in Rakhni, a region in Barkhan District, Balochistan, is facing a severe crisis **due to the closure of multiple government schools**. The following schools are currently non-functional:

1. Basti Azeemani
2. Basti Shera Lanjani
3. Basti Hajian Shamani (both girls' and primary schools)
4. Basti Gul Muhammad Musiani
5. Basti Surat Khan Dilyani
6. Basti Khamees Dilyani
7. Basti Jamal Maroofani
8. Basti Haji Yar Khan Maroofani

The shutdown of these schools has deprived hundreds of children of their right to education. Immediate government action is required to reopen and rehabilitate these schools, ensuring that children in these remote areas have equal access to learning and a brighter future.

9. Dera Bugti Region

i. Pir Koh, Dera Bugti

In Pir Koh, Dera Bugti, several government schools **have been closed for years**, including:

1. Pir Sahri Darbar High School
2. Pirgaz School Bandar Doi
3. Patthar Nala School

Due to their prolonged closure, thousands of children are deprived of education. Local residents urge the government to take immediate steps to reopen these schools and ensure access to education for the region's children.



ii. Govt. Primary School Mazhar Khan Uch, Sui, Dera Bugti

Students of Government Primary School Mazhar Khan Uch, Tehsil Sui, District Dera Bugti, are waiting for their teachers — but no one comes. The absence of staff and the closure of over **300 schools** in Dera Bugti have pushed thousands of Baloch children toward an uncertain future.



iii. Killi Mazhar Khan School, Mazoi, Dera Bugti

Robeel Bugti, a resident of Mazoi area in Dera Bugti, has appealed to the Chief Minister of Balochistan Sarfraz Bugti, the Education Minister, and the district administration to urgently address the issue of teacher absenteeism at the Government School in Killi Mazhar Khan.

He stated that although teachers are officially appointed, they **do not attend the school**, leaving children without education and putting their future at serious risk. Immediate action is needed to ensure teachers are held accountable and students receive their right to quality education.



iv. **Govt. Primary School, Uch Mohammad Ramzan Colony, Mazoi – Dera Bugti**

As of 29 January 2025, the Government Primary School in Uch Mohammad Ramzan Colony, Mazoi, has been operating for **30–40 years without a building**, relying on a hut for classes. Located just **3 km from the Uch Gas Project**, the school lacks **basic facilities** like electricity, water, boundary wall, and washrooms.

Locals demand urgent action from authorities to provide proper infrastructure and restore the children's right to education.



Children Protest Over School Closures in Khatan, Tehsil Sui – Dera Bugti

Children from **Khatan, Tehsil Sui, District Dera Bugti**, held a **peaceful protest** over the **years-long closure of their schools**, despite the government's announcement of an education emergency. Their voices raise a critical question:

“Are we not part of Balochistan?”

Posters held by the children read:

- *“When will our closed schools reopen?”*
- *“When will we go to school?”*



v. **School in Pirgaz, Dera Bugti**

This broken-down school in Pirgaz, Dera Bugti stands as a symbol of betrayal — a place meant to educate, now depriving an entire generation of knowledge. **The ruins speak louder than promises**, exposing how education budgets meant for the region's youth are misused elsewhere, leaving behind only hopelessness.



vi. **Remote Primary School – Tehsil Sui, Dera Bugti**

Children from a neglected primary school in one of the most underdeveloped areas of Tehsil Sui, District Dera Bugti.. **The school suffers from extreme lack of facilities** — no building, less teachers, no electricity, no water — leaving children without access to basic education.



Pabra Primary School, located in Pabra Kharcha, Phelawagh

Pabra Primary School, located in Pabra Kharcha, Phelawagh, Dera Bugti, has been non-functional for several years. Despite being a government facility, no teachers have been present for an extended period, effectively halting all educational activities. The school premises are currently being used as a **rest house by road construction workers**, further reflecting the neglect and misuse of this public educational resource.



Killi Kareem Baksh Surkuri Primary School, Choto Phelawagh, Dera Bugti

Killi Kareem Baksh Surkuri Primary School, located in Choto Phelawagh, Dera Bugti, is **currently non-functional**, with no teachers or facility staff present at the time of the visit. The school, designated as a government primary institution, shows no signs of operational activity and requires urgent intervention from the concerned education authorities to ensure proper staffing and the resumption of educational services.

Govt. Boys High School Malam Dilghoash Tehsil Phelawagh

Govt. Boys High School Malam, located in Malam, Dilghoash, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional**, with no teachers or facility staff present on-site. The school building is severely deteriorating due to damage caused by rain, posing safety concerns and further hindering the possibility of educational activities. Immediate attention from the relevant authorities is needed for staff deployment and urgent structural repairs to restore the school's functionality.

Middle School Choto, located in Killi Bashkia Dayrkani, Tehsil Phelawagh

Middle School Choto, located in Killi Bashkia Dayrkani, Tehsil Phelawagh, District Dera Bugti, has been **non-functional and closed for over two decades**. No teachers or facility staff are present, and the school building is severely damaged due to prolonged exposure to rain and lack of maintenance. The situation demands urgent intervention from education authorities to assess the condition and consider reconstruction or rehabilitation measures.

Primary School Dil Goash, located in Killi Lalo, Tehsil Phelawagh

Primary School Dil Goash, located in Killi Lalo, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional and remains closed**, with no government teachers or facility staff present. The school building is not being used for educational purposes and has instead been repurposed as a guest room. This misuse highlights the urgent need for action from the concerned authorities to restore the school's intended function and ensure access to education in the area.

Govt. Primary School Killi Azeem Khan, Zinkoh

Govt. Primary School Killi Azeem Khan, located in Killi Azmeen Khan, Zinkoh, District Dera Bugti, is **currently non-functional and structurally unfit for use**. The building is in a dilapidated condition, and no government teachers have been present for several years. The absence of staff and unsafe infrastructure urgently calls for intervention by the concerned authorities to rebuild and reactivate the school to provide basic education to the local children.



Govt. Boys High School Chabadar, located in Chabadar, Pirkoh (Video Available)

Govt. Boys High School Chabadar, located in Chabadar, Pirkoh, District Dera Bugti, is **currently non-functional with its building completely destroyed**. There are no teachers or facility staff present, and the school is unable to operate in its current state. Immediate reconstruction and staffing are essential to restore educational services for the boys in the area.



Govt. Boys High School Sham Kheran, located in Sham, Tehsil Phelawagh, District Dera Bugti,

Govt. Boys High School Sham Kheran, located in Sham, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional and remains closed due to a severe lack of facilities**. No teachers or facility staff are present, making it impossible to conduct any academic activities. The school requires urgent attention from the concerned authorities to address infrastructure and staffing gaps to ensure educational access for students in the area.

Govt. Boys High School Bawani Kalchas, located in Kalchas, Tehsil Phelawagh

Govt. Boys High School Bawani Kalchas, located in Kalchas, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional** due to a lack of basic facilities. There are no teachers or facility staff present, rendering the school incapable of providing education. Immediate intervention is needed from the relevant authorities to equip the school with necessary resources and personnel to restore its functionality.

Govt. Boys High School Qalandari Kalchas

Govt. Boys High School Qalandari Kalchas, located in Qalandari, Kalchas, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional** and remains closed due to a severe lack of facilities. No teachers or facility staff are present, and the absence of basic infrastructure has left the school completely inoperative. Urgent action is required from the concerned authorities to address these issues and revive the school for the benefit of the local students.

Govt. Boys High School Killi Fazal Kalchas, Tehsil Phelawagh, District Dera Bugti

Govt. Boys High School Killi Fazal Kalchas, located in Killi Fazal, Kalchas, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional** and remains closed due to a lack of essential facilities. No teachers or facility staff are present, leaving the school inoperative and unable to serve its educational purpose. Immediate attention from the relevant authorities is needed to address these shortcomings and restore the school's functionality.

Govt. Boys High School Baiker, located in Baiker, Tehsil Phelawagh

Govt. Boys High School Baiker, located in Baiker, Tehsil Phelawagh, District Dera Bugti, is currently **partially functional and having lack of basic facilities**. There are no teachers or facility staff present, and the school is unable to operate in its current condition.

Govt. Girls High School Baiker Tehsil Phelawagh

Govt. Girls High School Baiker, located in Baiker, Tehsil Phelawagh, District Dera Bugti, has **remained non-functional and closed since its development due to a lack of basic facilities**. Despite the presence of appointed teachers and facility staff, the school has never been made operational. This situation reflects a significant gap between infrastructure provision and actual service delivery, requiring urgent action from the authorities to equip the school with necessary resources and formally commence educational activities.

High School Killi Ameerhan Kalera, located in Killi Ameerhan, Kalera, Tehsil Phelawagh, District Dera Bugti

High School Killi Ameerhan Kalera, located in Killi Ameerhan, Kalera, Tehsil Phelawagh, District Dera Bugti, is currently **non-functional and closed due to a lack of essential facilities**. No teachers or facility staff are present, leaving the school unable to provide any educational services.

High School Killi Haslan, Kalchas, located in Killi Haslan Kalchas

High School Killi Haslan, Kalchas, located in Killi Haslan Kalchas, Tehsil Phelawagh, District Dera Bugti, is currently **non-functional and remains closed** due to a lack of basic facilities. The absence of teachers and facility staff has rendered the school completely inactive.

Primary Girls School Killi Haslan, located in Killi Haslan, Tehsil Phelawagh, District Dera Bugti

Primary Girls School Killi Haslan, located in Killi Haslan, Tehsil Phelawagh, District Dera Bugti, is currently **non-functional and remains closed**. The school building is destroyed, and no government teachers or facility staff are present. The condition of the school requires urgent attention from the concerned authorities to reconstruct the building and ensure the provision of staff to restore educational services for girls in the area.

Primary School Killi Mand Kalati

Primary School Killi Mand Kalati, located in Killi Mand Kalati, Tehsil Phelawagh, District Dera Bugti, **is non-functional and remains closed**. The school building does not exist, and no government teachers or facility staff are present. The complete absence of infrastructure and personnel highlights the urgent need for intervention by the concerned authorities to establish a functional educational facility in the area.

Primary Girls School Malom, located in Malom Dil Ghoash, Tehsil Phelawagh

Primary Girls School Malom, located in Malom Dil Ghoash, Tehsil Phelawagh, District Dera Bugti, is **currently non-functional and closed**. The school building is destroyed, and there are no government teachers or facility staff present. Immediate reconstruction and deployment of staff are essential to restore educational access for girls in this area.

❖ Inactive Schools – Phelavgh, Dera Bugti

A field review of schools in the Phelavgh area of Dera Bugti district reveals **11 government-run schools** are currently **inactive**, with some lacking proper infrastructure or staff. These include both **middle** and **high schools**, for boys and girls:

1. **Govt. Middle School Mat Kund** – Inactive
2. **Govt. High School Killi Wali Muhammad Sidyani** – Inactive
3. **Govt. High School Kalira** – Inactive
4. **Govt. High School Killi Haji Wali Sham Kalchas** – Inactive
5. **Govt. Middle School Killi Ali Murad Sham** – No Building, Inactive
6. **Govt. Middle School Killi Dilosh Bekar** – Inactive
7. **Govt. High School Killi Zar Khan** – No Building, Inactive
8. **Govt. High School Killi Dr. Muhammad Hussain Dilgwash** – Inactive
9. **Govt. Middle School Killi Khank Bekar** – Inactive
10. **Govt. Middle School Killi Kabul Khan Bekar** – Inactive
11. **Govt. Girls High School Bekar** – Inactive

10. Naseerabad Region

Report on Inactive Government Schools in District Jhal Magsi, Balochistan

Numerous government-run **girls' and boys' schools** in District Jhal Magsi have **been non-operational for several years**. These closures have significantly affected educational access, especially for children in remote and underprivileged areas.

Inactive Girls' Schools

1. Government Girls Primary School, Kotrah
2. Government Girls Primary School, Khariz
3. Government Girls Primary School, Zareena Khari
4. Government Girls Primary School, Sohbat Khan, Gandawah
5. Government Girls Primary School, Lunda Azeem Khan, UC Hathiari
6. Government Girls Primary School, Lunda Fattoo Khan, UC Hathiari
7. Government Girls Primary School, Wahi Bakhar, UC Jhal Magsi
8. Government Girls Primary School, Longanri, UC Barija
9. Government Girls Middle School, Hathiari City

10. Government Girls Primary School, Ali Mardan Halwani, UC Kot Magsi
11. Government Girls Primary School, Mat Rawatanri, Jhal Magsi
12. Government Girls Primary School, Gajanri, UC Patri
13. Government Girls Primary School, Chokhi Ghulam, UC Kot Magsi
14. Government Girls Primary School, Goth Nawab Khan, UC Hathari
15. Government Girls Primary School, Qazi Ismail, UC Patri
16. Government Girls Primary School, Kumb Gandawah
17. Government Girls Primary School, Pir Chatal Noorani, UC Khari
18. Government Girls Primary School, Dhorri, UC Barija
19. Government Girls Primary School, Pathan Khan Kechwani, UC Safranri
20. Government Girls Primary School, Janzai Mughlani, UC Safranri
21. Government Girls Primary School, Zareena Kotrah, UC Khari
22. Government Girls Primary School, Gajanri, UC Patri
23. Government Girls School, Khari Akbar, UC Khari
24. Government Girls School, CSP Pach, UC Khari
25. Government Girls Primary School, Noshehra, UC Khari
26. Government Girls Middle School, Hindu Mohalla Mathura, Jhal Magsi
27. Government Girls Primary School, Daulat Khan, UC Safranri

Inactive Boys' Schools

1. Government Boys Primary School, Goth Allah Dinnah, Khari
2. Government Boys Primary School, Hamalani, Khari
3. Government Boys Primary School, Khanwah Shafi, Mirpur
4. Government Boys Primary School, Ronga, Mirpur
5. Government Boys Primary School, Bhund Mughairi, Mirpur
6. Government Boys Primary School, Mughairi Pur, Mirpur
7. Government Boys Primary School, Garh, UC Barija
8. Government Boys School, Jodhani, Rahiya
9. Government Boys Primary School, Lunda Azeem Khan, UC Hathari
10. Government Boys Primary School, Wahi Bakhar, UC Jhal Magsi
11. Government Boys Primary School, Panjak, UC Khan Pur
12. Government Boys Primary School, Koreja, UC Barija
13. Government Boys Primary School, Mat Anri, UC Kot Magsi
14. Government Boys Primary School, New Goth, UC Hathari
15. Government Boys Primary School, Mat Borani, UC Kot Magsi
16. Government Boys Primary School, Malwani Khosa, UC Khan Pur
17. Government Boys Primary School, Makhat, UC Barija
18. Government Boys Primary School, Muhammad Bakhsh, Gandawah
19. Government Boys Primary School, Pandhi Khan, UC Khari
20. Government Boys Primary School, Pir Lakhnri, UC Khari
21. Government Boys Primary School, Haleem Shah, UC Mirpur
22. Government Boys Primary School, Middle Katohar, Jhal Magsi
23. Government Boys Primary School, Katiyar, Gandawah
24. Government Boys Primary School, Pir Abad, Jhal Magsi
25. Government Boys Primary School, Goth Arbab Khadim Hussain, Jhal Magsi

Summary

- **Total Inactive Girls' Schools: 27**
- **Total Inactive Boys' Schools: 25**
- **Total Non-Functional Schools Identified: 52**

11. Awaran Region

i. **Girls Higher Secondary School – Damb Ali Muhammad Goth, Jhao (Awaran)**

The Girls Higher Secondary School in Damb Ali Muhammad Goth, Jhao, **lies in a state of neglect**. During summer vacations, the main gate collapsed, classrooms remained unlocked, and no staff supervision was present. The school has become a shelter for stray dogs, while recent rains and winds further damaged the structure.



ii. **Govt. Boys Primary School Darai Bhand, Pilar – Jhao, District Awaran**

The Government Boys Primary School in Darai Bhand, Pilar (Jhao, District Awaran) has been **non-functional since 2010**. For over a decade, children in the area have been deprived of their basic right to education.



iii. **Primary School in Zeek, Gishkore – District Awaran**

What looks like two mud-walled rooms is not a home, but an Indus-funded primary school in Zeek, Tehsil Gishkore, District Awaran. Children from Wasati Bazaar and Dur Muhammad Bazaar study here in extremely poor conditions.



iv. **Govt. Primary School Buzdad Dunk – Awaran**

Located near Awaran HQ, Govt. Primary School Buzdad Dunk has been **without a building since the 2013 earthquake**. For 11 years, students — around 120 in number — study under the open sky with just one teacher.

Despite multiple tenders, the building was never rebuilt due to administrative neglect and alleged corruption. This reflects a broader issue across Awaran, where many earthquake-hit schools, especially in Kolwah, remain unreconstructed.



v. **Govt. Primary School Siyah Kal, Malar – Awaran**

The building of Govt. Primary School Siyah Kal, Malar (Awaran) is in a damaged and unsafe condition.



vi. **Govt. School – Sahar Hoor Village, Tehsil Gishkor, District Awaran**

The government school in Sahar Hoor village, Tehsil Gishkor, District Awaran, is in a state of extreme neglect. This is not an isolated case — **Kolwah alone has 10 to 15 similar schools**, and many more across Awaran face the same dire conditions.

These schools lack basic facilities and reflect the broader education crisis in the region.



vii. **School Closures in Kun Garai, Jhao (Awaran)**

Kun Garai, a village in Jhao with over 200 children, has both its **Boys' Primary School (closed for 12 years)** and **Girls' Primary School (closed for several years)** **non-functional**. Teachers assigned to the girls' school live in other cities and do not report for duty.



❖ Other Closed Schools in Jhao Region – District Awaran

The following government schools in Jhao, District Awaran, are reported as **non-functional** or facing severe neglect:

1. **Govt. Boys High School Koharo**
2. **Govt. Girls Primary School Koharo**
3. **Govt. Primary School Gazi, Jhao**
4. **Govt. Primary School Sawadan**
5. **Govt. Primary School Dorahi Bhent**
6. **Govt. Girls Primary School Darukucha**
7. **Govt. Primary School Zirkani**
8. **Govt. Boys Primary School Darukucha**

These schools are either **completely closed**, lack **teaching staff**, or suffer from **damaged infrastructure**, leaving **hundreds of children without access to education**. The situation reflects a broader **educational crisis in rural Awaran**, demanding **urgent government intervention** for school restoration, teacher deployment, and infrastructure repair.

❖ Jhal Jhao

The following government schools in Jhal Jhao, District Awaran, are currently **non-functional** despite serving densely populated areas:

1. **Govt. Boys Primary School, Metagho**
 - Over **200 students** affected
 - A large town with **no functioning school**; should be upgraded to high school but remains closed
2. **Govt. Primary School, Ghulam Muhammad Goth, Jhal Jhao**
3. **Govt. Primary School, Soor Atta Muhammad Goth**
4. **Govt. Primary School, Kalatu, Jhal Jhao**
5. **Govt. Primary School, Pir Bakhsh Goth, Jhal Jhao**

All these schools are **completely closed**, with **no teachers present** and **no active classes**. Hundreds of children are deprived of their basic right to education. T

viii. **Government Primary School in Daaira, Mashkay**

The Government Primary School in Daaira, Mashkay, was **destroyed in the 2013 earthquake and has remained non-functional for the past 11 years**. The **appointed teacher has never reported for duty**, leaving more than 200 residents, including school-aged children, without access to education.

Established in the **1970s**, the school has **never been upgraded** beyond primary level, despite population growth and long-standing community needs.

ix. **Govt. Primary School Durai Bhent Kork, Jhao – District Awaran**

The Government Primary School in Durai Bhent Kork, Jhao has been **non-functional for over 10 years**. With more than 80 enrolled students, the school suffers from complete teacher absenteeism, as no teacher has reported for duty to date. The continued closure reflects deep neglect of basic education rights in the region.

x. **Govt. Primary School Hoor Gradi Bazaar – Kolwah, District Awaran**

The Government Primary School in Hoor Gradi Bazaar, Kolwah is **currently non-functional**. The closure of this school is another example of the ongoing education crisis in rural areas of District Awaran, depriving local children of their basic right to education.

xi. **Govt. Primary School – Pirandar Zumdan, Karim Bakhsh Bazaar**

The Government Primary School located in Pirandar Zumdan, Karim Bakhsh Bazaar (District Awaran) has been **closed for the past 10 years**. Despite the community's need, no steps have been taken to reopen the school or assign teachers, leaving dozens of children without access to basic education.

xii. **Govt. Girls Primary School, Liaquatabad, Mashkay (District Awaran)**

The Government Girls Primary School in Liaquatabad, Mashkay has been under construction for the past two years, **but remains incomplete**. The contractor, Sabghatullah, reportedly received full payment but left the work unfinished. As a result, female students are deprived of a safe learning environment.

Appeal to higher authorities: Immediate action is needed to complete the school building and ensure accountability for the misuse of public funds.



xiii. **Govt. Boys High School Lanjār, Jhao – District Awaran**

The Govt. Boys High School Lanjār in Jhao is in a dilapidated condition, with visible signs of neglect. An image shows a student peering through a broken window, highlighting the severe infrastructure decay.

Key issues include:

- Chronic absence of the headmaster for several years.
- No visible utilization of the cluster budget for school development or student welfare.
- Zero accountability, while the headmaster resides in urban areas ensuring quality education for his own children.

Students continue to suffer, deprived of their basic right to education.



xiv. **Garari Bazar Primary School, Gishkor (Awaran)**

Govt. Boys Primary School Garari Bazar has been closed since 2016, affecting over 80 children. Despite local efforts, poverty has prevented its reopening.



xv. **Govt. Primary School Mullan Wasti Goth, Jhal Jhao, Awaran**

The school consists of two old, non-functional rooms. Despite a teacher being listed on paper, no one is present for duty. A local student is voluntarily teaching over 30 children, reflecting the community's strong interest in education. Repeated appeals to previous education officials were ignored due to alleged corruption.



xvi. **Govt. Primary School Baddro (Hasanabad Proar), Tehsil Mashkay, District Awaran**

The school, serving both boys and girls due to the absence of a nearby girls' school, is in a critically dilapidated state since being damaged by the 2013 earthquake. With around 60 students and only one teacher, the building has no boundary wall, bathrooms, furniture, or teaching materials. Children study under trees in summer and in the sun during winter. Despite repeated appeals, the school has been excluded from cluster support and receives negligible resources (one broken chair and a table in two years). There are serious concerns of misappropriated cluster and repair funds



12. Kalat Region

i. Government Girl High School Iskalko, Kalat

The Government Girl High School Iskalko, Kalat, is facing a severe shortage of teachers and lacks other basic educational facilities.



Quetta Saryab Region

i. Govt. Boys Primary School, located in Killi Sardar Karez, Chiltan Town

Govt. Boys Primary School, located in Killi Sardar Karez, Chiltan Town, serves 150 students with only 4 classrooms and 4 teachers. Despite being functional, the school operates without basic facilities such as clean drinking water, electricity, toilets, and proper furniture. The lack of essential infrastructure severely affects the learning environment and overall well-being of both students and staff. This case highlights the urgent need for government intervention to equip the school with fundamental amenities to support quality education.



ii. Killi Khali High School, located on the Western Bypass in Saryab

Killi Khali High School, located on the Western Bypass in Saryab, remains non-functional since its construction in 2005. The school has no students, no teachers, and no active classrooms. Despite the building being intended for educational purposes, it has never been operational and is currently being misused as a residence, reportedly rented out for private use.



iii. Govt. Boys High School Killi Khali, located in Killi Khali

Govt. Boys High School Killi Khali, located in Killi Khali, is facing a severe shortage of basic facilities despite having an enrollment of 280 students. The lack of essential infrastructure such as clean drinking water, electricity, sanitation, and furniture is negatively impacting the learning environment. While the school remains functional, the inadequate conditions highlight the urgent

need for government support to ensure students have access to a safe and conducive educational setting.

iv. Dildar Kareez Primary School

Dildar Kareez Primary School, with an enrollment of 150 students and 4 teachers, is functioning but **lacks basic facilities such as clean drinking water, electricity, toilets, and adequate classroom furniture**. The absence of these essential amenities hampers the quality of education and creates a challenging environment for both students and staff. Immediate intervention is needed to equip the school with the necessary infrastructure to support effective teaching and learning.



v. Girls Girls Primary School Sardar Chiltan Kareez

Girls Girls Primary School Sardar Chiltan Kareez, **constructed after the year 2000, remains non-functional to date**. Despite having a dedicated building, the school has never been made operational, depriving girls in the area of access to basic education. This long-standing inactivity highlights a critical gap in the implementation and utilization of educational infrastructure, calling for immediate attention from the relevant authorities to activate the school and provide necessary staff and resources.



vi. Govt. Boys School Shahwani Kechi Baig

Govt. Boys School Shahwani Kechi Baig, with an enrollment of 30 students and 2 teachers, is operating under extremely poor conditions. The school building is in its final stage of deterioration, severely damaged and unsafe for educational activities. Despite the presence of students and teachers, the crumbling infrastructure poses serious risks and hampers effective learning. Urgent reconstruction and provision of basic facilities are required to ensure a safe and supportive environment for education.



vii. Govt. Boys Primary School Gohar Abad, located in Chiltan Town

Govt. Boys Primary School Gohar Abad, located in Chiltan Town, is functioning with 7 teachers and a large student body of 350. However, the school lacks essential basic facilities such as clean drinking water, toilets, electricity, and proper furniture. The absence of these fundamental amenities creates a challenging environment for both teaching and learning, highlighting the urgent need for infrastructure development and resource allocation to support quality education.



viii. Govt. Boys High School Killi Shahnawaz Saryab Mill

Govt. Boys High School Killi Shahnawaz, located near Saryab Mill, is one of the largest schools in the area with approximately 1,000 students and 22 teachers. Despite its high enrollment, the school suffers from a shortage of teachers relative to the student population and lacks basic facilities such as clean drinking water, sanitation, electricity, and adequate classrooms or furniture. These deficiencies severely impact the quality of education and learning conditions. Immediate attention from education authorities is required to improve infrastructure and staffing to meet the growing demands of the student body.



ix. Govt. Primary School Killi Muhammad Shahi (Video Available)

Govt. Primary School Killi Muhammad Shahi is operating with 5 teachers and 207 students but faces significant challenges due to inadequate infrastructure. The school has only 2 classrooms, forcing overcrowded learning conditions, and lacks basic facilities such as clean drinking water, toilets, electricity, and proper seating arrangements. These limitations hinder effective teaching and compromise the educational experience for students. Urgent intervention is needed to expand classroom space and provide essential amenities to ensure a safe and conducive learning environment.

x. Kechi Baig Girls High School

Kechi Baig Girls High School, with an enrollment of approximately 2,500 students, is struggling with severe shortages of classrooms, teaching staff, and basic facilities. The overwhelming student population far exceeds the available infrastructure and human resources, leading to overcrowded classrooms and compromised learning conditions. The lack of clean drinking water, sanitation, electricity, and proper classroom space further deteriorates the educational environment.



Empowering the Future of Baloch Children Through Education

Conclusion of the Baloch Literacy Campaign Case Study

The findings from our extensive case study, covering 250 schools across various regions of Balochistan, paint a stark and alarming picture of the province's educational landscape. The data reveals a consistent pattern of neglect—closed schools, schools without buildings, classrooms reduced to ruins, chronic shortages of teachers, and a near-total absence of basic facilities such as clean water, electricity, sanitation, and learning materials. Many schools remain non-functional or entirely abandoned, with some repurposed for non-educational use, highlighting systemic failures in educational governance and planning.

This crisis is not just about infrastructure—it is about the denial of a fundamental right to education for thousands of Baloch children. These conditions directly contribute to low literacy rates, high dropout rates, and limited opportunities for social and economic advancement in the region.

The Baloch Students Action Committee (BSAC), through this literacy campaign, reaffirms its unwavering commitment to exposing these injustices and pushing for urgent, sustained reforms. Education is the cornerstone of progress, and no nation can thrive without investing in its future generations. It is imperative that both provincial and federal authorities recognize the depth of this crisis and prioritize equitable and accountable education reform in Balochistan.

The future of Balochistan depends on its children—and their future begins with access to quality education.