



## Exploring the Causes of Low Literacy Rate: A Case Study of District Lasbela, Balochistan

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### Abstract

*The aim of this study is to examine the basic causes and consequences of the low literacy rate in the district of Lasbela Balochistan, Pakistan. Education plays a predominant role and has a cross cutting influence on all features of human life. It is an energetic speculation for economic and human improvement. The most fundamental and important need for each individual and for society at large is education. The purpose of this study was to ascertain the literacy rate in district Lasbela using descriptive research methodology. A sample of 200 respondents was selected to collect data from nine tehsils of Lasbela district with help of self-administered close ended questionnaire. Mixed methodology was adopted to scrutinize research problems. The study made use of univariate and bivariate statistical analysis methods, data visualization, and the chi-square test of independence. Software called SPSS (Statistical Package for Social Sciences) is also utilized for statistical applications and data analysis. The result of the study indicates that low earnings of family (poverty), poor management in education and dropout of students have a moderate and statistically significant effect on the illiteracy rate respectively. For policy recommendations some constructive measures have been suggested such as induction of qualified and skills teachers, best management system in educational sector, opportunities for local people in jobs and free and feasible education for the students at all levels.*

**Keywords:** *Low literacy rate, Poverty, Infrastructure, Political issues, Dropout of students.*



## **Introduction**

Education, which gives people knowledge about awareness and social competence, is the third eye of humans. It represents strength, respect, and status in human existence. Education is either a direct or indirect factor in prosperity and harmony in society. With the help of education, man has witnessed success and moderation. The information economy and the domain of technology are the best examples of how far humanity has progressed. Due to education, man has advanced from the stone age to the technology era and moved away from animality to become more human (Dewey, 1930). It has been demonstrated that illiteracy does not advance or promote technological advancement globally. Without literacy and understanding, technology cannot continue to innovate and prosper (Greene, 2002). Every philosophical strategy was founded on education (Khan, 1860). The newly emerging manifesto to educate every child in the globe is called Education for All (EFA). To enhance the worldwide literacy rate, education for all encourages individuals to enroll in primary and compulsory schooling. It is necessary to provide equal educational opportunities without racial, religious, demographic, or nationality discrimination (UNESCO, 2015).

In the world, 66% of women and 34% of men are illiterate. Yes, a significant section of the population lacks access to the fundamental right to education. Balochistan is thought to be Pakistan's most educationally deficient province, with 70% of the population not attending school (UNICEF, 2016). Due to a multitude of issues, including extremism, unemployment, poverty, feudal strife, ignorance, and illiteracy as well as an unpredictable political climate, Balochistan's education system is unable to accommodate parents who choose to keep their kids home instead of sending them to school. Despite having abundant natural resources, Balochistan's health and educational systems are in disrepair (Faiz, 2015). It contributed one-fifth to Pakistan's mining GDP with 0.23% of employed persons in this sector. Baluchistan from 39 minerals generating Rs. 3.4 billion in annual revenue (WB, 2007).

Poverty is the big challenge for the people of Lasbela to sustain the educational incline. Mostly people of Lasbela district are farmers, laborers, and shopkeepers; their livelihood depends on the daily wages. Due to illiteracy parents are poor in understanding and realization of scope and importance of education. According to a study by (Shaikh et.al, 2020). Lasbela possesses 70% poor households and 24.5% very poor households. The per capita average monthly income is Rs/1475. And unfortunately, average enrollment and level of education varies inversely, the



dropping ratio is from 50% to 24%, 17% and 9% for the primary, middle, matric, and Intermediate level respectively. While 19% of children are out of school due to lack of schools in the area and 13% are engaged in child labor due to sharing the responsibility of parents.

Furthermore, incorrect interpretations of religious perspectives lower schooling rates. Most religious people oppose education; however, Islam permits Muslims to pursue both religious and secular education. The residents of this region face a serious threat from political engagement. Due to the dominance of feudal lords and tribal chiefs in the Lasbela district, these individuals do not want to cede any of their power, which is why they obstruct the efficient delivery of education (Hoodbhoy, 2009). Education is a fundamental right and a critical need in today's world (Pildat, 2011).

The study's major objectives were to examine the causes and consequences of low literacy rates as well as the factors that have a direct and indirect impact on them. Additionally, effective policies and methods will be discussed also to raise the literacy rate in Lasbela District.

### **Research Hypothesis**

H<sub>A</sub>: There is no association between family low earnings (poverty) and illiteracy.

H<sub>B</sub>: There is no relationship between population growth and poor infrastructure that leads towards illiteracy.

H<sub>C</sub>: There is no association between political nonseriousness towards education and illiteracy caused by poor educational facilities.

H<sub>D</sub>: There is no nexus between overcrowded classrooms leading to dropout and illiteracy caused by poor infrastructure.

H<sub>E</sub>: There is no relationship between the teachers' harsh behavior towards students and illiteracy caused by poor management in education literacy promotion.

### **Research Questions**

- I. What factors are responsible for the low literacy rate in district Lasbela?
- II. What is the impact of parents' education on their children's schooling?

### **Justification of the Study**

For the government of Balochistan in general and the department of education specifically, the low literacy rate is a significant problem. However, this study is based on a critical survey and employs an analytical technique to investigate the primary reasons for Lasbela's low literacy rate.



The research also makes concrete policy recommendations that would provide a roadmap for the stakeholders to control the illiteracy rate.

### **Literature Review**

Poverty and dropout in Pakistan are complex and interconnected issues that have been the subject of much research in recent years. The purpose of this literature review is to examine the relationship between poverty and dropout in Pakistan, with a focus on recent economic literature.

A study by Ahmed, Khan, and Raza (2019) using panel data and fixed-effects model found that poverty has a significant and negative impact on primary school completion rates in Pakistan. The authors suggested that this relationship is likely since poor households are less able to afford the direct and indirect costs of education, such as school fees, uniforms, and transportation. Additionally, lack of good education infrastructure in the poor areas also results in low quality of education making it less attractive for students to continue their education.

Shah et al. (2019) investigated Pakistan's elementary school dropout rates. To acquire data for the descriptive research method, both quantitative and qualitative methods were used. To better understand the numerous variables contributing to high primary dropout rates, the study sought the opinions of education administrators, teachers, parents, and community people. 208 education managers and 291 provided data. The sample comprised 96 schools from 96 districts across the country were included in the sample. All the potential dropout-related factors were categorized into socioeconomic, physical, geographic, teacher- and family-related, teaching and learning material-related, administrative, child-related, and facilities-related aspects, all of which were shown to be relevant.

A study by Qureshi and Akbar (2018) found that poverty is the main reason for high dropout rates in primary schools in Pakistan. A study by Hashmi and Ahmed (2016) found that households with lower income were more likely to have children drop out of school, and that these households also had fewer educational resources such as books and teachers.

In addition to these studies, there are several other studies that have examined the relationship between poverty and dropout rates in Pakistan and reached similar conclusions. For example, a study by Butt and Zaidi (2015) using propensity score matching method, found that children from poor households were more likely to drop out of school than children from non-poor



households. Similarly, a study by Raza and Aziz (2016) found that poverty was a major factor contributing to low enrollment and high dropout rates in secondary schools in Pakistan.

Rashid and Mukhtar (2012) investigated the concerns and challenges related to education. In the context of a nation, education shapes people's minds in social, political, and cultural ways. They employed secondary data to accomplish the study's goals. They claimed that education makes people more productive and efficient members of society. It is widely accepted that the only method to positively influence a nation's development and growth is through education.

According to Ahmad (2014), Pakistan's educational system is in utter disarray. Pakistani education is traditional and heavily influenced by the British. Although educational rules are well-written, their execution suffers for the sake of documentation, adornment, and page filling. Poor educational budget allocation is a major threat to Pakistan's educational system.

Overall, the literature suggests that poverty is a major factor contributing to high dropout rates in Pakistan. Poor households are less able to afford the direct and indirect costs of education and lack of good education infrastructure in poor areas also result in low quality of education making it less attractive for students to continue their education. To tackle this issue, policies such as providing financial assistance to poor households, improving access to education in poor areas and providing quality education infrastructure will be helpful.

### **Critical Analysis on Causes of Low Literacy Rate**

Despite several official promises that it is serious about finding solutions quickly, Pakistan's education sector is suffering major difficulties. The following list, presented in series, lists the different root factors that impede the growth of education.

### **Outdated and Traditional Curriculum**

The path of education is the curriculum. It provides a road map for achieving education's overarching aims and objectives. Pakistan is a country with a strong British influence, and our politics are wholly Islamic. It builds a barrier in the advancement of education. Our curriculum was developed in Britain; thus, it is anti-Muslim and anti-Islamic on the one hand, and outmoded in today's modern, developed cultures on the other. It doesn't support the academic goals of education or meet contemporary requirements and standards.

The old and traditional primary and secondary curricula do not satisfy the demands and requirements of today's schooling. The curriculum is in the worst state. This curriculum falls



short of what is expected in today's schools. Teachers in elementary and high schools only make puppets and parrots. They have failed to foster imagination and critical thinking in the children instead focusing solely on finishing the curriculum and getting them ready for the test. It cannot endure in the age of modern technology (Hoodbhoy, 2014). In Pakistan, the main and most important concern is education. To instruct the kids, teachers are merely provided an outline and a handout. Teachers are invited to take part in the design and development of curricula in industrialized nations around the world. Their contributions are seen as crucial for the proper course of the educational system (Lal et al, 1991).

### **Lack of Professional Development of Teachers**

Although teachers are the foundation of educational institutions, they are typically unprepared and underqualified to implement curriculum. Most of the time, when new instructors are hired and appointed, they must undergo practical curriculum training to instruct pupils successfully and efficiently. Most teachers lack knowledge of lesson planning. Most teachers have been found to have deficiencies and bad teaching techniques. They fall short of the requirements of contemporary curriculum modifications. The government faces a significant issue in finding enough qualified teachers and allocating them to academies in need of them (SPARC, 2005). Government should set up various programmers and schemes to enhance teachers' skills and offer them with yearly training. Various organizations, such as PITE and IBA, train teachers, even though they are not urged to use all those techniques when implementing the curriculum (Zaki, 1989).

### **Shortage of Teachers**

The foundation of sociopolitical growth is education. The value of education is its teachers. Most schools are administered by lone instructors who teach all the subjects in a single class, while other schools are crowded with teachers and few students (Elsiddig, M. O., 1993). To lessen demand and necessity, qualified teachers should be appointed on a merit basis. According to studies, there is a serious lack of instructors in primary and secondary schools in rural parts of Sindh, Punjab, and Balochistan (Rehman, 2011).

### **Alarming Dropouts**

The Pakistani government is under serious pressure from rising dropout rates. Students graduate from each institution with more money. Most primary and secondary school kids drop out for a variety of reasons, including poverty, child labour, unemployment, and feudalism. In the basic



level, about 45% of students leave the school, while in the secondary level, about 37% of students leave. According to this tendency (Hayes, 1989), a lot of pupils drop out of school for many reasons, such as harsh teacher discipline, ineffective teaching strategies, a lack of enthusiasm, and disinterested parents. Even though school is free and required by the law, many students drop out and work as children to support their family. Pakistan's government and populace have a terrible disregard for education; thus, the nation's people need to be given a wide range of counselling and encouragement. Alarming dropout rates are a danger to Pakistan's literacy rate. It needs to be treated seriously since failing to do so would lead to significant destruction in the future (Ayaz Naseem, M., 2006).

### **System of Examination**

The third most significant pillar of education is assessment. Pakistan's examination system is antiquated and out-of-date. The need to address assessment management issues is significant. Additionally, it is difficult to sustain and achieve assessment objectives when there is copy culture and corruption in the assessment institution. In Pakistan, evaluation is done at the conclusion of the period, which is inconsistent with the objectives of examination that call for persistent and continuous review. Most primary school evaluations are verbal and unimportant (Rehman, 2011). The assessment in Pakistan is based on memorization and cramming, which discourages the development of creative and analytical skills (Quereshi, 1977).

### **Low Budgetary Allocation for Education**

Due to meagre allocation of budget, School and colleges are facing severe shortage of resources such as books, stationary, funds, and furniture and laboratory equipment. Developing country like Bangladesh, Sri Lanka and India allocate enough on education to meet the objectives of education. Pakistan, allocates 2.5% portion of budget on education, is quite insufficient to access the quality education (Kawar et al. 2012).

### **Corruption**

Corruption is alarming threat for Pakistan. Poor and weak accountability has created a vacuum for the culprit and corrupt politicians and bureaucrats to fill their accounts and fly way. Corruption in education is a crippling issue for the people. It has hit quality education and created big flaws such as ghost teacher, ghost school, violation of merit and managerial corruption (Rehman 2011). Corruption is the root cause of all failures of administration. There is no transparent accountability in Pakistan, national accountability institutions are themselves



corrupted and destabilizes (Bano, 2010). It has increased the uncertainty in education mostly people are fatigue and disappointed from the corruption.

### **Research Gap**

Apart from a few surveys and reports that are available, no systematic research has been done in Pakistan about poverty in the Lasbela District. The body of research on the subject does not support a discussion of Lasbela's poverty causes. There is strong evidence from both the current and earlier studies that this is the first empirical study to extensively discuss the causes of poverty, available resources, and suggested policies. In addition to shedding light on the causes of poverty, our study will close a research gap in literature by reviewing works that have not been done before.

### **Research Methodology**

#### **Research Design**

A mixed methods approach was used in the study, combining quantitative and qualitative data. Additionally, deemed appropriate were exploratory and descriptive designs, which provided more flexible approaches to data collection to address the research questions (Musonda, 2009). Both qualitative and quantitative research methods were used in this study. Its purpose was to gather data from participants regarding the reasons behind the district's low literacy rates, the degree to which communities and educators also contribute to these low rates, and potential remedies for the problem. Both questionnaires and structured, open-ended interviews were employed with the participants.

#### **Population, Sample and Sampling Procedure**

The research is based on the primary data which is collected from targeted population from all nine tehsils of the district Lasbela, Balochistan. A closed ended questionnaire and interviews applied through non-probability sampling methods from 200 respondents including both (male and female). The single stage sampling design was adopted for the study to collect evidence to attain the objectives of the research.

#### **Data Analysis**

Since semi-structured interviews and questionnaires were utilized as the primary methods of data collection in this study, the data was analyzed qualitatively. Using a thematic approach, themes from the semi-structured interviews and questionnaires were categorized before data analysis





began (Smith, 2013). The collected data was examined in accordance with the study's themes, questions, and order of research objectives. The study used data visualization, chi-square test of independence, univariate and bivariate statistical analysis techniques. Additionally, SPSS (Statistical Package for Social Sciences) software is used for data analysis and statistical applications.

### Ethical Issues

The researcher in this study was fully aware of the ethical requirement to protect the privacy of those who participated in the study. Similarly, all research participants were to remain anonymous to the public because the researcher only knew their insightful thoughts, opinions, and perceptions for research purposes, and their identities would always be kept a secret. To confidentiality, the names of the respondents would not be revealed.

In this section of the study, an explanation of the independent variables is provided. The nature of a household's employment may be determined by several economic, demographic, and social variables in district Lasbela, which are considered independent variables. Tables for each distinct indicator present in the data are used to help describe this section in detail.

Table 1  
Demographics of the Respondents

	Frequency	Percent		Frequency	Percent
Gender			Monthly Income		
Male	105	52.5%	Less than 500	28	14%
Female	95	47.5%	600-1000	36	18%
Total	200	100	1100-5000	34	17%
Marital Status			5100-10000	24	12%
Married	81	40.5%	Above 10,000	78	39%
Single	119	59.5%	Total	200	100.0
Total	200	100.0	Household Size		
Profession			less than 5	56	28%
Farmer	12	6%	6 to 10	108	54%
Livestock keeping	2	1%	11 to 16	35	17.5%
Business	10	5%	17 and above	1	0.5%
Employment	50	25%	Total	200	100.0
Other	124	62%			
Total	200	100.0			



From the table 1, it is concluded that 53% of the respondents are male while comprising 47% of the respondents are female. Most of the respondents are single. The results show that the majority, 62% of the respondents, are from another profession while 25% are employed. The results also reflect that 39% have their monthly income more than 10,000 rupees while 18% is earning between 600-1000 rupees per month.

Table 2  
Frequency Distribution of Categorical Response

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Poverty is the key indicator towards the illiteracy	36%	19%	15%	10.5%	17%
Students from poor economic background discontinue their study	49%	32%	9.5%	3.5%	6%
Poor families compel their children for earning over education	34.5%	40.5%	13%	7%	5%
Poor parents do not afford transportation charges for their children to school	41%	42.5%	7.5%	6.5%	2.5%
Students from poor economic background feel inferiority in their classes in the result dropout occurs	41%	42%	11%	5.5%	0.5%
The harsh behavior of teachers with poor students discourage to continue their education	28%	44%	16%	8.5%	3.5%
Parental awareness about importance of education leads towards illiteracy	21%	40%	18.5%	11%	9.5%
Poor families compel their children for earning over education	34.5%	40.5%	13%	7%	5%
Unavailability of reading, and writing material lead towards dropout	18.5%	36%	21% <sup>^</sup>	14.5%	10%
Religious families discourage girls education	17.5%	42.5%	16%	16.5%	7%
Tribal societies also discourage female education	23.5%	43%	14%	14.5%	4.5%
The school environment is not healthy & sound for minorities (Students)	15.5%	33.5%	18.5%	24.5%	8%
The students from minorities face discriminative attitude of teachers	13.5%	23%	21.5%	31.5%	10.5%
Society (Religious/Tribal) discourages Co-education	18.5%	36%	21%	14.5%	10%
Long distance of school is one of the causes of dropout	34.5%	38.5%	12.5%	11%	3.5%



The table above highlights that there are 42% of the respondents who reported their answer as agree about the statement that “Poor parents do not afford transportation charges for their children to school” while 41% are strongly agreed with the said statement. 42% of the teachers agreed with the statement that “Students from poor economic background feel inferiority in their classes in the result dropout occurs” while 41% strongly agreed with the said statement.

The majority 36% of the respondents recorded their answer as strongly agree about the statement that “Poverty is the key indicator towards illiteracy”. The results show that 44% of the respondents agree with the statement that “The harsh behavior of teachers with poor students discourages them to continue their education” while 28% strongly agreed with the said statement. The majority 40% of the teachers recorded their answer as about the statement that “Parental awareness about importance of education leads towards illiteracy” while 21% is strongly agreed with the said statement. The results show that majority 40% of the respondents are agreed with the statement that Poor families compel their children for earning over education while 43% are strongly agreed with the statement. 36% of the respondents who reported their answer as strongly agree with the statement “Unavailability of reading and writing material leads towards dropout” while the second majority is neutral in opinion about the said statement.

The majority 42% of the teachers strongly agreed with the statement that “Religious families discourage girls education” while 17% strongly agreed with the said statement. The results show that majority 43% of the respondents are agreed with the statement that “Tribal societies also discourage female education” while 23% strongly agreed with the said statement. The majority, 33% of the teachers recorded their answer as agree about the statement that “The school environment is not healthy and sound for minorities (Students) while 24% disagreed with the said statement. The results show that the majority, 31% of the respondents are disagreed with the statement that the students from minorities face discriminative attitude of teachers while 23% agree with the statement. 36% of the respondents who reported their answer agree with the statement Society (Religious/Tribal) discourages Co-education” while 21% are neutral in opinion about the said statement. 38% of the teachers strongly agreed with the statement that “Long distance of school is one of the causes of dropout” while 34% strongly agree about the said statement.



Table 3

Frequency Distribution of the Statements

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overcrowded classrooms are one of the reasons of dropout	30%	32.5%	14%	19%	4.5%
Unavailability of transportation is one of the main causes of dropout	32.5%	31.5%	13.5%	18%	4.5%
Violation of merit (in selection & recruitment etc.) decreases the literacy rate	31%	40%	16.5%	8.5%	3.5%
Poor infrastructure leads towards illiteracy	18.5%	46.5%	21.5%	9%	4%
Non-professional attitude of teachers lead towards dropout	14.5%	44%	24.5%	10.5%	6.5%
Untrained/incapable teachers are main reason of dropout	18.5%	41%	20.5%	12.5%	7.5%
Unavailability of stipends for enrollment leads towards illiteracy	16.5%	37.5%	23%	17.5%	5.5%
Poor political seriousness results illiteracy in the society	14.5%	40%	28%	15.5%	2%
Poor reforms of government in education are one of the main root causes of illiteracy	26.5%	50%	14.5%	4.5%	4.5%
Ghost schools/teachers decrease the literacy rate	31%	45%	10%	6.5%	7.5%
Poor school management leads towards high illiteracy rate	27%	41.5%	11%	12.5%	8%
Poor monitory mechanism increases the illiteracy	20.5%	40.5%	19.5%	15%	4.5%
Lack of basic facilities (electricity, water, washrooms, etc.) lead towards dropout.	20%	37%	18%	19%	6%
Financial assistance/scholarships (Notebooks, uniform, etc.) encourages literacy rate	33.5%	38%	12.5%	12%	4%
Rapid growth in population is one of the causes of illiteracy	31%	39.5%	13.5%	12%	4%
Meagre allocation budget for education is one of reason of illiteracy	26.5%	35.5%	18.5%	14.5%	5%

The table above indicates that 44% of the teachers strongly agreed with the statement that “Non-professional attitude of teachers lead towards dropout” while 24% of the respondents are neutral in opinion about the statement. The results show that 41% of the respondents agreed with the statement that “Untrained/ incapable teachers are main reason of dropout” while 20% are neutral in opinion about the statement. The results show that 37% of the respondents agree with the statement unavailability of stipends for enrollment leads towards illiteracy while 40% are neutral in opinion with the mentioned statement. 40% of the respondents agreed with the statement that “Poor political seriousness results illiteracy in the society” while 28% are neutral in opinion



about the statement. 50% of the teachers strongly agreed with the statement that “Poor reforms of government in education is one of the main root causes of illiteracy” while 26% agree with the statement. 45% of the respondents who reported their answer agree with the statement “Ghost schools/ teachers decrease the literacy rate” while 31% strongly agreed about the statement. The majority, 42% of the teachers recorded their answer as agree about the statement that “Poor school management leads towards high illiteracy rate” while 27% of the respondents strongly agreed about the statement.

## **Conclusion and Discussion**

### **Discussion**

It is also clear that the majority (108 comprising 54%) have 6 to 10 individuals per house while 5 comprising 18% and 17% of the respondents’ household size are less than 5 and 11 to 16 individuals respectively. The results show that 49% of the respondents strongly agreed with the statement that students from poor economic background discontinue their study while 32% of the respondents agreed with the statement.

The results show that 32% of the respondents agreed with the statement that “Overcrowded classrooms are one of the reasons of dropout” while 30% of the respondents strongly agreed with the said statement. The majority, 33% of the teachers recorded their answer as strongly agree about the statement that “Unavailability of transportation is one of the main causes of dropout” while 31% of the respondents agreed with the said statement. The results show that 40% of the respondents agree with the statement that violation of merit (in selection & recruitment etc.) decreases the literacy rate while 31% strongly agreed with the statement. 46% of the respondents who reported their answer as strongly agree with the statement “Poor infrastructure leads towards illiteracy” while 31% are neutral in opinion about the statement.

The results show that 40% of the respondents agree with the statement that poor monitoring mechanism increases illiteracy while 20% strongly agreed with the statement. 38% of the teachers agreed with the statement that “Financial assistance/scholarships (Notebooks, uniform, etc.) encourages literacy rate” while 33% strongly agreed with the statement. The results show that 39% of the respondents agree with the statement that “Rapid growth in population is one of the causes of illiteracy” while 33% strongly agreed with the statement. The results show that



35% of the respondents agree with the statement that “Meagre allocation budget for education is one of reason of illiteracy” while 26% strongly agreed with the statement.

### **Conclusion**

The main objective behind the study is to uncover the potential factors which are contributing towards low literacy rate in Lasbela district, Balochistan Pakistan. The study suggests that there is a significant and statistical association between family low earnings (poverty) and illiteracy. The rapid population growth is significantly associated with poor infrastructure that leads towards illiteracy. The political nonseriousness towards education is also associated with illiteracy which is caused by poor educational facilities. The school related factors such as overcrowded classrooms leading to dropout have significant association with illiteracy caused by poor infrastructure. There is a statistically significant association between the teachers’ harsh behavior towards students and illiteracy caused by poor management in education.

### **Recommendations**

The following suggestions are made considering the findings to raise the literacy rate in District Lasbela, Balochistan.

The findings showed that Lasbela's illiteracy is a result of both unemployment and a low level of income. The Local should offer sufficient employment opportunities and a setting for small-scale businesses for the underprivileged to raise the level of literacy in the Lasbela district.

One of the key factors making it difficult to educate the local population is poverty. By offering various sources of revenue, the local government must reduce poverty.

Most elementary, middle, and secondary schools lack the necessary infrastructure to deliver a basic education. Secondary schools in various parts of district Lasbela suffer from a lack of infrastructure, security difficulties, books, uniforms, and transportation. To improve the standard of education in district Lasbela, the local government must step in and supply the necessities.

Teachers can play a constructive role in society and contribute to fundamental education. Due to political interference, it is a problem in district Lasbela that there aren't enough skilled and competent teachers. The local government must employ qualified teachers in fields of education that can raise educational standards.



Due to corruption, poor management promotes illiteracy in society. Most of the project is still unfinished. The local government must intervene to address the inadequate management and give resources for education in the community.

To combat poverty, the government in Lasbela should implement an efficient Public Private Partnership Program (PPPP) in all its initiatives.

The government should launch a program wherein, in the first phase, one member of each rural household may receive modern technical and vocational training. The certified members may have simple access to microfinance during the second phase. In addition to increasing earning potential, this strategy will significantly lower poverty in the Lasbela district.

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