



A Candle in the Dark! Quest for Learning Among Students of Underprivilege Area; A Case Study of Mubarak Village, Pakistan

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Abstract

This study explores the educational challenges and aspirations of students in Mubarak Village, a marginalized coastal community in Pakistan. Using a qualitative research design, the study employs direct observations and in-depth interviews with community members to assess barriers to education, including poor infrastructure, economic constraints, gender norms, and a lack of trained teachers. Despite these obstacles, students demonstrate a strong commitment to learning and recognize education as a pathway to socio-economic upliftment. A unique aspect of this study is the integration of social work principles into teacher training, as Bachelor of Education (B.Ed.) students engaged in a teaching practicum within the village. Findings reveal that experiential learning in marginalized settings fosters empathy, cultural competence, and a commitment to social justice among prospective teachers. The study highlights the role of community-based interventions in addressing educational disparities and underscores the importance of collaborative efforts between policymakers, NGOs, and local stakeholders to enhance educational opportunities. Recommendations include teacher capacity-building programs, policy reforms, and infrastructural improvements to ensure sustainable educational development in underprivileged rural areas. This research contributes to the discourse on education equity and social work in education, offering insights for future interventions in similar contexts.

Keywords: Education Disparity, Rural Education, Marginalized Communities, Mubarak Village, Pakistan, Learning Aspirations, Social Work in Education, Qualitative Research, Teacher Training, Community-Based Interventions.

Introduction

The status of education in the rural sector of Pakistan presents a complex interplay of socio-economic, cultural, and gender-related factors that significantly impact educational access and quality. Despite constitutional guarantees for equal educational rights, rural areas in Pakistan continue to experience profound disparities in educational attainment, particularly for women and girls. The educational landscape is characterized by high illiteracy rates, particularly among females, which are exacerbated by early marriages and socio-cultural norms that prioritize male education over female education (Ali et al., 2011; Askari, 2022). Research indicates that the barriers to education in rural Pakistan are multifaceted. Economic constraints play a significant role, as families often prioritize immediate financial needs over educational investments, particularly for daughters (Ali et al., 2021; Hasan, 2023). This economic pressure is compounded by a lack of

infrastructure and educational facilities in rural areas, which further limits access to quality education (Khan et al., 2013 & 2014). Moreover, the influence of traditional gender roles and societal expectations often results in lower educational aspirations for girls, leading to a cycle of poverty and limited opportunities for women. The impact of education on economic growth is particularly pronounced in rural settings, where female education has been shown to contribute significantly to national development and GDP growth (Fatima, 2011). However, the government's investment in education, especially for rural areas, remains insufficient, leading to persistent gender disparities in educational outcomes (Hasan, 2023; Fatima, 2011). Community-based interventions have demonstrated some success in improving educational access and health outcomes, but these efforts need to be scaled and supported by policy changes that prioritize education in rural areas (Khan et al., 2013). Addressing the educational challenges in rural Pakistan requires a comprehensive approach that encompasses economic support, infrastructure development, and cultural shifts towards valuing female education. Only through targeted interventions and sustained commitment can the educational landscape in rural Pakistan be transformed to ensure equitable access and improved outcomes for all children. Education is one of the most critical components that define both personal and professional development but there is always an unequal distribution and access to education. The literacy rate in Pakistan is about 60%, but urban areas exhibit higher literacy rate compares to rural areas ((O'Neill, 2022). Males generally have higher literacy rate than females. The infrastructure in urban areas is relatively better with more schools, trained teachers and great number of resources (Abbasi, 2023). On the other hand, rural areas are suffering with insufficient infrastructure, poorly trained teachers and lack of education resources. In rural areas, access of education is a crucial problem. Many students travel a long distance to reach at schools which hinder the school attendance and creating a huge barrier, especially for girls due to safety and cultural concerns. The quality of education in these regions is often compromised due to lack of quality teaching and high teacher absence (Tayyaba ,2012). These schools lack proper classrooms, poor furniture, sanitary problems and unclean drinking water. All these things promote negative impacts on learning environment and student's attendance. Economic pressure on students contribute to dropout from schools, as children often worked to support their families (Khan and Ali, 2003). Low resources areas are struggling with insufficient funding for education. This limits the approach to textbooks, teaching materials and extracurricular activities that are essential for well-developed education system. These areas also face severe teacher shortage problems (Zakar et al.,2020). These qualified teachers prefer to work in urban areas due to handsome amount of pays and better living conditions leaving low resource areas with shortage of skilled education. Poor heath and malnutrition are present in low resource areas which affects the learning ability of students. School feeding programs are implanted in schools, but they are not widespread and often unfunded. Students of B.Ed. got opportunity to offer teaching sessions as a part of teaching practicum to learn new context of teaching and to find out the students' aptitude of this underprivileged area. The study thus aimed to show the practical challenges of underprivileged area of Pakistan; Mubarak Village, which is deprived of necessities of living, thus impacting the entire education and to assess the role of social work in developing empathy and teaching skills in prospective teachers. To investigate the perspectives of education and remedial actions taken by the community people of Mubarak Village to facilitate education in their areas research questions thus constructed are as under:

1- *What are the key challenges faced by people in rural area?*

2- *How do prospective teachers contribute to the improvement of educational initiatives and identify the hidden talents of students in Mubarak Village?*

Employing direct observations, the research examines the community's living conditions and perspectives on education. Additionally, in-depth interviews with community members provide nuanced insights into their experiences and attitudes toward life and learning. As part of their teaching practicum, prospective teachers visited the village, engaging in social work activities that were integrated into their training. This experiential learning opportunity not only enriched their understanding of the community's challenges but also fostered empathy and a deeper awareness of socio-educational disparities.

Literature Review

Education helps in the development of any society by imparting knowledge, skills, and for the development of good morals (Apple, 2012). It is the fundamental right and the key driver to economic and social development (Hannum & Adams, 2009). However, success to education remains a greater challenge to underprivileged area due to various socio-economic barriers and economic infrastructure (Zakar et al., 2020). Research on this area in education highlights disparities in providing resources due to which certain areas are neglected (Khan & Ali, 2003 and Hashami 2016). These inequalities not only hinder educational progress but also contribute to broader cycles of poverty and social marginalization (Kumar et al., 2021 and Zakar et al., 2020). Section below explores researchers on education in underprivilege areas examining the factors affecting educational access and quality of education. Additionally, how it impacts on socioeconomic status of people living there and despite all challenges the contribution of teachers and children to learn no matter how under resourced and overburdened they are.

Low Resource Areas, their challenges and their level of development through Education

To develop competencies and skills in students' upliftment the primary care in low resource area like villages and other rural areas community-based education is one of the remedies of choice (Ezeonwu, 2019). These areas are deprived of necessities of life that makes it very difficult to direct those people for educating themselves. Hannum & Adams identifies some barriers in education in low resources area among which the most highlighting are unavailability of good teachers, Distance, hunger and poor nutrition and lack of educational resources (2009). These are the major deficiencies which inhibit children to learn and grow and therefore these areas do not develop, there are multiple challenges found in that area which inhibit the learner to attain education as in case of other urban areas. Economic barriers are serious obstacles to education in low-resource environments, effecting a range of factors like results, quality, and accessibility. Studies reveal that financial obstacles and poverty disrupt pupils' ability to succeed academically and grow cognitively, especially those from lower socioeconomic origins. The influence of financial limitations on educational success is further highlighted by the fact that inequalities in college completion between low- and high-income students are a result of both affordability issues and knowledge gaps. Financial restrictions could hinder post-primary education, as demonstrated by initiatives to reduce secondary school fees in nations like The Gambia. However, deliberate interventions can improve access to post-primary education without sacrificing learning results. These results highlight how crucial it is to address financial issues to provide a fair and excellent education in settings with limited resources. Infrastructure is important in education because it influences student learning and accomplishment. Poor school facilities affect the learning process, lowering academic quality and student performance. Limited resources make it difficult to manage and improve infrastructure in educational institutions, resulting in concerns such as unsatisfactory classrooms, poor lighting, and ventilation problems. Continuous development in school infrastructure is critical for improving student success and teacher delivery, according to research. A systematic method is required to prioritise improvements in school infrastructure with limited finances, guarantee better public policy decisions, and improve kids' learning environments. Addressing school infrastructure gaps is critical for promoting excellent education and supporting students' academic performance.

A major impact on tutoring in low-resource areas is social and societal limitations. The impact of social capital differences on unequal access to learning possibilities. The influence of classroom culture on students' academic success and imagination and the relationship between students' financial status and educational success are a few examples of these barriers. In addition, the concept of social learning in this kind of environment is frequently exaggerated, emphasising differences over similarities and thus confirming previous trends. Taking care of these social and cultural barriers requires an accurate method that considers both sides of the social foundation—ethnicity,

financial lessons, and linguistics to create educational opportunities for all children in low-resource communities.

Mubarak Village; “Oasis in Wilderness”

Residents have a stunning locality situated at Sindh- Balochistan coastal borders. It is the natural harbour with rocky hills at one side having clean and calm water attracting people to visit the beauty of the spot and enjoying the relaxation of the beach. On the other side a community of people existed there for whom life is very different and difficult. Families have been living there since 1947, but it is stated that the settlement of land and other took around 200 years ago (Mallick, 2016). The village has approximately 400 houses and around 5000 people live there (Tunio, 2020). As quoted in one of the articles published in Dawn (2016), it is the neglected area as no basic facilities of living like clean drinking water, electricity, gas, health and education were provided to the people living there. It is stated as the “Oasis in the Wilderness” people coming here for the sake of Village Beach which is the best recreation spot thus far (Mallick, 2016). Business Recorder stated that there are no health facilities and mostly women in emergencies face critical situations as there are no maternity homes. They need to go to city hospitals which are too far and for them is so expensive to travel (2006). Male are associated with fisheries but for their profession they are deprived of modern technologies even compass facility is not available for proper navigation during thunderstorm and other hard weathers (Tunio, 2020). Tribune mentioned the beauty of the place that the beach of Mubarak Village is the attractive spot for the people but deprived of huts and washrooms, thus difficult for the people to stay for a long time there. People over there though living in 21st century but still deprived of electricity, though poles were built in 2011 (Tunio, 2020). The village has now tried to be on renewable energy sources for electrification as life without electricity is very difficult (Shaikh, 2013). Despite of scarcity of resources, a public comprehensive school is built there that provide the basic facilities of education to students, but still educational resources are lacking significantly. Mention in Express Tribune that teachers are not trained and not sufficient as it is far away, and majority of hired teachers faces problems to reach there (Mandhro. 2015). People also face transportation problems which restricts them to move travel and that is also one of the reasons to hinder them for better life. People do not face problems with scarcity of water, but polluted water with arsenic was also reported. Many households because of shortage of water get through boring or underground water and test for toxic metal was conducted approximately 15 years ago (Ali et al., 2013). Therefore, it is high time to consider these basic life issues for the people there so that they can have at least necessities of life. Not much work cited to bring lights about challenges of this area, though people visited the place as a picnic spot for recreation (Ali et al .2013 and Shaikh, 2013). The study therefore aims to find out the level of literacy and thirst of knowledge in this underprivileged area, so that work could be done to uplift the area in every respect especially for the development of education.

Methodology

Current study utilized the qualitative research methodology, to explore the depths and insights of the challenges and aptitude and thirst for knowledge in a suburb area of Pakistan. The study highlights a limited resource area of Pakistan; the Mubarak Village through extensive, in-depth data collection involving multiple sources of information. Case study describes reality as something established by the people through their interactions and their experiences. The objective of the study is to recognise such diverse and complicated experiences which are realistic, humanistic and interpretive (Creswell et al., 2007). Subjectivity is given a great deal of weight (Speziale et al., 2011).

Data collection Tools

As the study is qualitative, data collection tools required to fulfil the purpose of exploration are observations and interviews. Observations are there meant for collecting firsthand information by observing people, places and processes going on (Creswell and Zhang, 2009) and for the current study participants observations are utilized. Participant's observation provide a deeper

understanding of the context and personal reports; researchers participate in the educational activities. Semi structured interviews are also organised to get the detailed insights of people's perceptions there. Current study is coupled with prospective teachers along with their course supervisor who visited the area many times, visited the school there also conducted different sessions with students of different grades to assess them and to also share some knowledgeable facts with them.

Participants of the Study

Interview participants are community people of Mubarak Village. The experiences, ideas, and attitudes of the participants about the community-based education projects will be the main topics of research. There is still room for investigation of new ideas and follow-up on interesting problems brought up by participants. 10 participants were selected randomly for the interview, and multiple educational sessions with students there. Students were called by their locals there and at times there were about 200 students which were grouped into different sections and different prospective teachers teach them different topics of different subjects with innovative method.

Details of Sessions and Visits are listed below in Table :1.

Table 1 Session Details

No. of Sessions	4	Grades	1-X
No. of Visits	4	School	GBSS Mubarak Village
Intervals between visits and sessions	3 months approximately	Total Time period	12 months approximately covering school and community visits

Interview Guide

For the study, researcher develop an interview guide, validated by the subject matter experts. The researcher developed the questions that cover the necessities, challenges and their perceptions and working to facilitate education in that area. Questions are listed below:

Q 1. What are primary challenges of health, education, clean water, sanitation, nutrition and housing in your area?

Q 2. What do you think should be done to improve your living?

Q 3. Do you want your children to get educated?

Q 4. What steps community is doing to facilitate the education?

The questions developed were asked to selected participants, interview was audio -recorded by taking their consent which were the analysed to find out the main themes derived from their responses. Pictures and videos were also recorded which were analysed carefully to obtain the detailed data.

Data Analysis

Data collected from different sources were carefully transcribed and analysed by Thematic Analysis as proposed by Miles and Huberman (1994) (Asipi et al.,2022). It involves qualitative data, seeing trends, and creating themes that provide a deeper understanding of the data. The observations and discussions led the researcher unfold about demographics of the Mubarak Village that narrates its scenic beauty. The information collected from the focal person and during visit to the school provided the following information:

Table 2 Demographics

Key Features	Statistics	Source of Information
Total Population	5000	(Tunio,2020) /Interviews
Total number of Children	500	Interview
Children enrolled in School	400	School Records
No. of Teachers in School	16	Reported by School Management
Language	Balochi	Interviews
Religion	Islam (Zikri)	Interviews
Sub Communities	None	Interviews
People having proper houses	200	Interviews

Table 2 above depicts the key information of the Mubarak Village that is gathered through literature, school visits and interviews. It declares that approximately 5000 population live there and out of 500, 400 children are enrolled in school. The occupation of people is fishing mainly. While poverty rates are high in Mubarak village itself, the necessary components to attend school and even widely available educational supplies, it can be prohibitively expensive for many of these same families. The struggle between what are traditional beliefs and traditions may clash with modern educational techniques or the value of formal education, particularly for women. Students might have a tough time learning or even showing up to school at all if they are unhealthy and malnourished. Distance to school or lack of movement often results in frequent absenteeism, and there are also few private schools. Community-driven educational projects can face opposition if they are not able to count on a critical mass of support from their community. After careful analysis of the data two broader themes emerged out from the careful data analysis.

Obstacles and difficulties faced by people of Mubarak Village

The people of Mubarak Village are facing numerous challenges, with some major ones significantly impacting their lives.

Figure 1 Educational Challenges

Lack of Basic Resources and Educational Opportunities in Mubarak Village

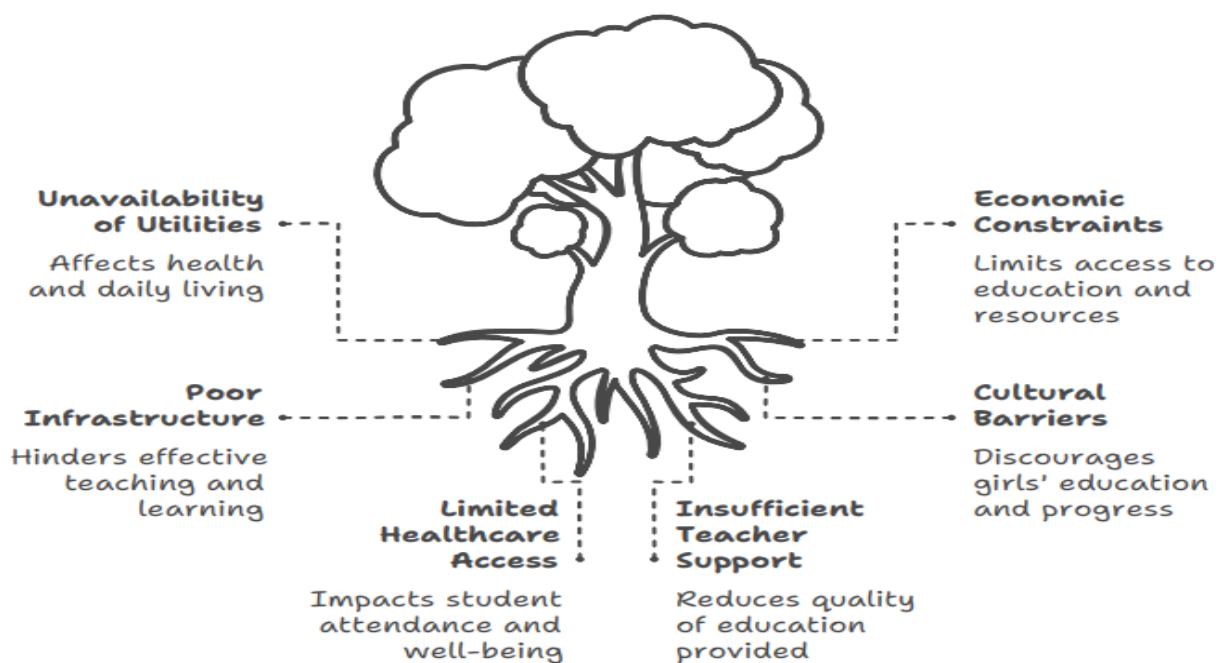


Figure:1 above highlights first theme that depicts major challenges include the unavailability of electricity, gas, and water, leading to significant struggles and affecting their mental and physical health. The lack of medical facilities exacerbates their health issues, and the villagers' economic dependence on fishing from Mubarak Beach is insufficient. They have taken the initiative to establish a small-scale school and a madrasah with just two rooms. Additionally, they rely on solar panels for electricity and use wood for cooking. In the absence of medical facilities, serious illnesses require them to travel to Karachi for medical consultation. Financial issues are prevalent, with fishing being the primary source of income. The lack of natural gas and electricity, absence of medical colleges for girls, and reliance on donkey carts for transportation further compound their challenges.

- *“We do not have electricity, we are having it from the solar panels, poles are there but it is not working.”*
- *“There are also signal issues, therefore communication through phones is also difficult”*

People at times of need will not be able to communicate or talk frequently as medium of communication and internet is the basic requirements now a day. Two respondents highlighted problems of healthcare and education which plays a vital role in any society. Despite educational values, their children miss school due to health issues and location of school which is located far from their areas. The access of healthcare and nutrition is limited. Skilled teachers are hesitant to reach them because of low resource setting.

Interview with focal person further explains the problem:

“Skilled teachers may not be available or willing to work in such remote, low-resource locations which can lead to a lesser quality education. The school is running since 1985, all are local teachers, since from two years 5 teachers came from outside as with local teachers needs are not fulfilled.”

Other participant's seconds that they are also facing the same problem of education, healthcare, nutrition and other necessities. They also address the issue of skilled teachers, school location and educational materials. All participants desire for a better educational future for their children despite the challenges they are facing. However, there is a huge problem occurring due to traditional beliefs, economic constraints and language barrier. The clash between modern education techniques and traditional values poses that hinder progress. Necessities such as electricity, sewerage system, clean water, healthcare and good nutrition should be provided for better life.

Educational Challenges:

In Mubarak Village, a lack of resources creates serious challenges to schooling. Economic constraints pose an impact on both the quality and availability of education for students. School supplies, fees, and other educational costs are very difficult for families to pay. Especially for those students who have low resources. Academic achievement is affected by poverty, since many children must leave school to provide financial support for their families. The condition and infrastructure of schools is in poor condition. Many times, insufficient lighting, poor ventilation, and overcrowded spaces make for uncomfortable classrooms. Books, technology, and visual aids, all necessary components of education are in short supply. During observation in one of the classrooms it was noticed there was no electricity so how we can equip them with technology. One of the sessions

was conducted in the library which is shown in Figure :2, which was a good initiative, but it was too small wasn't enough to cater large number of students. Effective teaching and learning happened by this shortage. Mubarak Village's insufficient funds and isolated location discourage skilled teachers to come and work here. There is a crucial problem faced by traditional beliefs. Traditional values and culture discourage girls to get educated.

Figure 2*Library Seating Arrangements*



Visit to school and observation records illustrates poor conditions of classroom, especially the black board. One positive thing to be extracted is the legitimate writing of the teacher that shows the hardworking of them that despite poor resources they are dedicated to teach with their maximum potential. The diversity of language in classroom create problem for teachers and students in effective communication and understanding. Poor health and nutrition cause bad impact on student's ability to attend the classes. Lack of healthcare access create several problems, making it difficult for students to maintain proper school attendance

Aptitude and Quest for Knowledge

A lot of people in the village understand that education can help stop poverty and make life better. They believe that education can lead to better jobs and help them move up in society. Even though they know education is important, some people in the community are unsure about how much it can help right away because they have been let down before by promises of education. The villagers want educational programs that fit their needs and customs, using their own language and traditions. They really want to be more involved in creating and running these programs to feel like they have control and power. During session it was observed that higher grade students speak English Language fluently, as written in observation report:

“Most surprising was one of the student’s giving speeches on “Hafeez Jalandhar” which I think our private medium school students even seldom know about him.”

In addition to just getting into schools, there is an increasing need for good education that gives students the necessary skills and knowledge for today's society. People in rural areas want better teaching, more useful subjects, and better results for students. Mubarak Village faced immense hurdles in achieving quality education for all due to financial restrictions, inadequate infrastructure

and deeply entrenched cultural traditions. Despite facing enormous difficulties, residents fervently hoped to learn, cognizant of education's capacity to radically transform lives. Students are eager to as

“While conducting a session on “Five Senses”, prospective teachers were bit worried that either they will understand English or Urdu, but it was good to know that they understand the facts delivered by English Language.”

While asking question with one of the students during the session that what they want to become? Their answers were: Doctor and Teacher and they further quoted:

“In our schools we have very limited resources, we don to have colleges and higher education institution so it seems that our dream might remain a dream.”

This was so hurtful and it's the time that some productive steps must take for education for this area, to fulfil the dreams of these children.

Integration of Social Work Principles in Teacher Preparation

Traditional teacher education programs often focus on instructional strategies and subject-specific expertise but may not sufficiently prepare educators to address the complex social challenges present in marginalized communities. The field experience of Bachelor of Education (B.Ed.) students in Mubarak Village incorporated key social work values which are “Empathy” and “Social justice” into their teacher training. This section examines how these principles were implemented and their influence on future educators. One of the prospective teachers reflected:

“Initially, I believed students in Mubarak Village were not motivated. However, after engaging with their families, I understood the realities they faced—limited financial resources, parental illiteracy, and inadequate infrastructure. This awareness changed my approach. Instead of blaming them for disengagement, I modified my teaching strategies to be more interactive and relatable.”

Experiential learning in underserved communities plays a crucial role in cultivating empathetic educators. Exposure to real-life challenges enables pre-service teachers to reframe their perceptions, moving away from seeing students as struggling individuals to understanding their resilience in the face of adversity.

“I used to think teaching was just about delivering lessons. But in Mubarak Village, I saw children arriving at school hungry, walking long distances with no breakfast. One day, a student fell asleep in class. Instead of reprimanding him, I sat with him during the break and found out he hadn’t eaten since the previous day. This completely shifted my perspective on teaching and student well-being.”

The interview findings also unfold some other interesting facts which indicate that women aged 40-50 generally find fulfilment in serving their families and managing household responsibilities. Although some are skilled in Balochi embroidery, many are unaware of the potential opportunities that could enhance their lives. In contrast, women aged 20-25, particularly those with some level of education, express ambitions to further their learning and contribute to their community through writing. However, those with only primary-level education tend to adhere to traditional family and community norms without seeking further education. Overall, the majority of respondents reported contentment with their current lives and did not express specific goals. However, younger individuals, especially students, displayed ambition and a desire for change through pursuing higher

education. Many aspire to become doctors and seek accessible medical colleges to achieve their goals. Additionally, some expressed dissatisfaction with urban living due to its high costs, leading them to find satisfaction in the simplicity of village life. Hence incorporating social work principles into teacher education provides a more comprehensive perspective on education, emphasizing not just content delivery but also empowerment and societal transformation. The field experience of B.Ed. students in Mubarak Village highlights the impact of experiential learning, cultural responsiveness, and social justice-oriented pedagogy. These experiences not only enhance teachers' instructional effectiveness but also foster a lifelong dedication to equity and advocacy in education.

Conclusion and Recommendations

As quoted by one of the prospective teachers:

“After this experience, I want to contribute beyond just teaching in a classroom. I feel a responsibility to be involved in policy discussions and push for better resources in schools like this.”

The study on Mubarak village offers a detailed examination on the challenges that hinder quality education access and quality in low resource rural setting in Pakistan. Finding reveals the economic problems, improper infrastructure their local cultural barriers which impacting the educational progress of the community. Mubarak village is a costal sea area where local's main profession is fishing. Unfortunately, the living facilities like electricity, sanitation, proper housing and several other resources are absent. As for educational concern, we observe that there is only one public school in which, over 400 children are enrolled for education. We visited the school and checked the GR register to conform the quantity of students enrolled in school. Although they have school, but it was in far side of the village. There was no transport for children to get school on time. The conditions of the road were very poor and undeveloped, with no signals at all. The school infrastructure wasn't fully developed without proper lighting, ventilation and classes were overcrowded. Talking about library, there was a hut type place which was provided to children with some books for students. Despite all these hurdles and issues students were enthusiastic to get educated by any means necessary. Another big issue in school is lack of technological devices, educational materials and skilled teachers in this under-resource environment.

Traditional beliefs and cultural norms are another issue to harden, especially for the girls of that area, as their values conflict with modern technology and modern objectives. The diversity of language of the community also poses problem in direct and concise communication and understanding between students and teachers. Despite all these challenges, community desire to uplift their educational standards. The locals acknowledged the power of education to break the cycle of poverty and to improve socially and economically. They express need for special education program that are not only achievable them, but also relevant to their cultural norms and values. There is a strong need for implementation of vocational training and life skills and development into their curriculum to train students with tools for better living style and daily life.

Recommendations

For NGO's

Here, NGOs should play a vital role in this low-resource area by not only providing food, clothes, and shelter but also providing other necessary daily life resources. NGOs should work for educational development, for example, quality education, technology integration, diverse teaching, and child-centred learning. There is an immense need for hospitals, new roads, transportation, malnutrition, guidance, and counselling for both children and adults for a better livelihood. Developed and distributed culturally related curriculum and material, incorporating local

knowledge and practices. Provide essential resources, such as electricity, clean water, sanitation, and different skills, to feed their families.

For Policy Makers

Policymakers should acknowledge the importance of this area, where there is a huge source of fishery and a port. It is very important from an economic point of view. Despite that, the area has been neglected. Policymakers need to develop the whole area as well as the people of the under resourced place. Policymakers should support the continuous personal development of the people of the area. Policymakers should develop policies that include curriculum that is related to their cultural relevance so the girls can also be educated to participate in the development of their society. Create a framework that encourages community progress and participation in education governance, fostering a collaborative approach. By creating a supportive environment, policymakers can help children and locals have a better life. Policy Makers are the critical players in achieving sustainable development goals especially for providing quality education and quality of health

Community Stakeholders

They need to take serious steps to resolve these issues by actively participating in educational activities through workshops and engagement sessions. Involve NGO's, government agencies and local businesses to resolve infrastructure challenges and healthcare and nutrition issues.

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