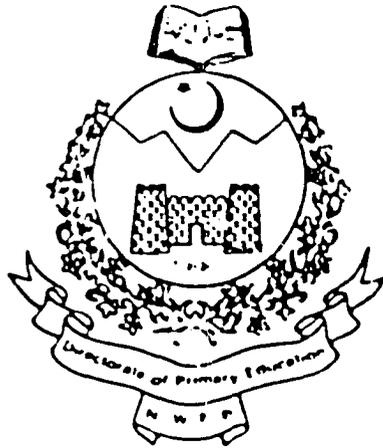


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HUMAN RESOURCE SURVEY

NORTHWEST FRONTIER PROVINCE

FINAL REPORT

June 1992

OFFICE OF THE DIRECTORATE OF
PRIMARY EDUCATION

NWFP

EXECUTIVE SUMMARY

The Human Resource Survey (HRS) was designed to collect information on the current status and prospects for primary education in the villages of Northwest Frontier Province. A main concern was female teacher supply and distribution. A shortage of primary teachers in some far-flung rural areas threatens efforts to increase the enrollment of girls.

HRS is intended to assess the current situation and provide information to the Northwest Frontier Directorate of Primary Education. HRS is an information file intended for use in planning the building and staffing requirements for primary school expansion.

The present report summarizes information from 8763 villages in 16 districts of Northwest Frontier Province, identified from a comprehensive list of villages provided by the offices of Local Government. Only the most remote villages, villages of fewer than 200 residents and cities of over 5000 residents are missing from this information base.

In each village, teacher-researchers conducted an interview with a knowledgeable local leader. Information was collected on conditions in the villages, the current availability of educational opportunities, student enrollments and present degree holders.

Community leaders were also asked to estimate to the best of their ability:

- o parental demand for girls' education,
- o the resources needed for initiating or expanding primary education,
- o the availability of qualified female teaching staff,
- o possible alternative teaching arrangements,
- o ways to increase future pools of teaching candidates, and
- o the impact of current programs designed to improve the distribution of teachers.

NOTEWORTHY FINDINGS

Do villagers want education for girls in the 8763 villages of Northwest Frontier Province?

Parents and community leaders appear to be substantially in favor of providing educational opportunities for girls.

- o 60 percent of these villages report that more than half of the parents want education for girls; in 27 percent of villages all parents reportedly want education for girls.

- o 87 percent of the villages report that all community leaders want education for girls.
- o 29 percent of the villages claim to have contributed land for girls' education.
- o The widespread existence of mixed gender classrooms (see below) supports the claims of villagers that there is substantial demand for girls' education.

To what extent are primary school opportunities available in these villages?

Many villages have primary school opportunities for boys than for girls. Girls appear to have almost as many opportunities to enroll in mixed gender schools as in single-sex schools.

- o 75 percent of villages report having some type of primary schooling for boys, compared to 58 percent for girls.
- o Villagers report the existence of many more mixed gender than single-sex schools where girls study. 58 percent of villages having government schooling for girls report mixed gender enrollments compared to 42 percent single-sex girls' schooling. The mixed schooling often occurs because a few girls enroll in boys' schools, or vice versa.

To what extent are additional facilities and teachers required to expand primary schooling?

Villages appear to need additional facilities and teachers primarily to begin education for girls and to expand existing opportunities for boys.

- o To begin education, facilities are reportedly needed for boys in 29 percent and for girls in 65 percent of villages.
- o To ease crowding or expand existing opportunities, facilities are reportedly needed for boys in 54 percent and for girls in 22 percent of villages.
- o To begin education, teachers are reportedly needed for boys in 30 percent and for girls in 70 percent of villages.
- o To ease crowding or expand existing opportunities, teachers are reportedly needed for boys in 47 percent and for girls in 17 percent of villages.

Are additional female teachers currently available in or near the villages that claim to need teachers for girls?

A majority of villages report being close enough to a potential supply of female teachers to make bussing a potentially useful strategy.

o 21 percent of villages report having academically qualified female candidates available within their villages, and another 42 percent of the villages report being within 10 kilometers of settlements where surplus female teachers may be available.

o 58 percent of villages which reported a need for teachers to begin girls' education claim to be within 10 kilometers of a potential female candidate.

Are women becoming qualified at present who might serve as primary teachers in the future?

Many villages have girls enrolled in primary school, while fewer report girls going to middle or matric levels. In the short run, therefore, it will be difficult to increase the supply of qualified female teachers. In the long run it will be necessary to increase the supply of middle and matric graduates.

o 97 percent of villages report having boys and 74 percent report having girls currently enrolled at primary level somewhere (in the village, in neighboring schools or elsewhere).

o 89 percent of villages report having boys and 36 percent report having girls attending middle level somewhere.

o 80 percent of villages report having boys and 23 percent report having girls attending secondary (matric) level.

What opportunities for middle and matric level schooling exist in villages of NWFP, and what facilities would encourage parents to enroll their daughters in these schools?

There are very few middle or matric level opportunities for girls in the villages of Northwest Frontier Province. If such opportunities could be provided in the village or close by, many parents appear willing to enroll their daughters.

o 4 percent of villages report having middle school opportunities for girls compared to 11 percent for boys.

o 2 percent of villages report having matric opportunities for girls, while 8 percent report having them for boys.

o Of villages which report having female primary school certificate holders, more than 54 percent claimed to be willing to send daughters to middle level if schools were located in the village. Almost as many claimed to be willing to send their daughter if a mobile teacher were available (48 percent) as would send them if there were a school bus to take the girls to school (46 percent).

Are there alternative strategies which would help to expand the availability of primary school opportunities for girls?

It may not always be necessary to hire female teachers or to provide single-sex schools in order to make primary school opportunities available for girls. Many villages appear willing to accept mixed gender schooling and/or male teachers for girls at the primary level.

o 68 percent of villages report being willing to accept male teachers for girls in Kachi through Class Three, and 40 percent would reportedly do so for Classes Four and Five.

o If a male teacher is used, villagers would prefer a Pesh Imam (61 percent), then an older retired male teacher (52 percent), and then a local male (46 percent). Only a few report being willing to accept a male from outside the village.

o 66 percent of villages report being willing to accept mixed schooling for girls in grades K through 3 and 39 percent report being willing to accept mixed schooling for girls in grades 4 and 5.

o 34 percent of villages report that mixed schooling already exists in the village.

If the aim is to increase the enrollment of children quickly, then the efforts of the Directorate of Primary Education need to be directed to providing schooling in villages where no opportunities now exist--where villagers are asking to begin education. Relieving crowding makes children more comfortable but usually does not increase enrollments. The situation of insufficient educational opportunities is more serious for girls in NWFP.

HRS shows that there is considerable variation, both between and within NWFP districts, in demand for girls' education and in the acceptability of alternative forms of providing education. This suggests that measures to increase girls' enrollments at the primary level will need to be flexible if they are to fit the prevailing conditions in individual villages and districts.

At present, staffing of schools appears to be less serious a problem than the question of where to hold classes. Though traditionally, the preference has been to build schools before providing teachers and other educational resources (except under the mosque school program), this is too slow a means of providing educational opportunities for the children currently needing them in NWFP. Ways need to be explored to provide alternative spaces for instruction: the opening of more mosque schools, the double shifting of crowded schools, the renting of rooms, and the use of tents or other suitable and inexpensive interim places for classes to meet.

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INTRODUCTION

The Human Resource Survey (HRS) was designed to collect information on the current status and prospects for primary education in the villages of Northwest Frontier Province (NWFP). A main concern was female teacher supply and distribution. At present a shortage of primary teachers threatens efforts to increase the enrollment of girls in some rural areas. The HRS is intended to assess the current situation and provide information to the NWFP Department of Education to plan building and staffing requirements for primary school expansion.

The Survey began in the spring of 1990 with support from Mr. Shah Jehan Khan, Director of Primary Education in NWFP and with initial funding of the Primary Education Development Programme (PED). Andrea Rugh from the Harvard Institute of International Development worked with Ms. Kawsar Naheed to design the Survey. In the spring of 1991, Mr. Mohammad Sadiq Siddiqi assisted by Dr. Jamshida Khan trained researchers to conduct the first semi-urban phase of the data collection. They were assisted by District Education Officers, supervisors and teachers. The data was processed by members of the Educational Management Information System Center staff, including Tom LeBlanc, Saba Rizavi, and Amir Asad.

The first phase covered semi-urban villages within a short drive of settlements having over 5000 inhabitants. The interim report on Phase One summarized information from 4630 semi-urban villages in 15 districts of NWFP.

Phase Two was conducted in the fall and winter of 1991-1992. It comprised the remaining villages in the province including also the villages of district Peshawar. The only villages not covered in the data collection were extremely hard to reach villages and small villages with under 200 inhabitants. The present report summarizes the information on the combined villages of Phase One and Two. These villages totalled 8763 cases. In both phases, villages were identified from a comprehensive list of villages provided by the offices of Local Government.

In each village, teacher-researchers conducted an interview with a knowledgeable local leader. Information was collected on conditions in the villages, the current availability of educational opportunities, student enrollments and present degree holders. Community leaders were also asked to estimate to the best of their ability:

- o parental demand for girls' education,
- o the resources needed for initiating or expanding primary education,
- o the availability of qualified female teaching staff,
- o possible alternative teaching arrangements,

- o ways to increase future pools of teaching candidates, and
- o the impact of current programs designed to improve the distribution of teachers.

Their assessments suggest possible avenues for approaching and ultimately improving the teacher supply problem. The report shows clearly that a variety of conditions exist in the villages of NWFP, and that strategies to expand primary education will need to be designed to address these different conditions.

1. Do villages want girls' education in NWFP?

1.1 Parental interest in education for girls. Table 1 shows parental interest in education for girls in the villages of NWFP. Almost all (98 percent) of the villages report some parents who are interested in education for girls. 60 percent report substantial support (more than half of the parents) for girls' education. 27 percent claim high support (all parents in the village) for girls education.

Parents from villages in Abbottabad, Chitral, and Mardan appear most interested and those in Kohistan, DIKhan and Swabi are least interested in education for girls. Substantial variations in parental attitudes are in evidence within single districts (for instance in Bannu, Charsadda and DIKhan).

Table 1: Parental interest in education for girls

DISTRICT	N	None	Less than Half	Half	More than Half	All
ABBOTTABAD	1138	0%	7%	7%	32%	54%
BANNU	859	1%	22%	19%	33%	25%
CHITRAL	418	1%	7%	17%	29%	46%
CHARSADDA	273	1%	33%	16%	29%	21%
D. I. KHAN	663	6%	41%	21%	21%	10%
DIR	577	2%	21%	19%	40%	19%
KARAK	416	1%	17%	25%	48%	10%
KOHAT	411	4%	23%	21%	35%	17%
KOHISTAN	564	10%	23%	30%	18%	19%
MANSEHRA	549	2%	8%	16%	54%	19%
MARDAN	1064	0%	6%	21%	37%	35%
MALAKAND	346	0%	8%	22%	45%	25%
NOWSHERA	146	1%	32%	19%	35%	13%
PESHAWAR	362	1%	31%	18%	24%	27%
SWAT	750	3%	28%	19%	29%	21%
SWABI	227	0%	38%	26%	26%	10%
=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	2%	19%	19%	33%	27%

1.2 Estimates of girls having gone to primary school. Evidence of past community support for girls' education can be seen in the extent to which girls have enrolled in primary school in the past. Table 2 shows villager estimates of these enrollments. Abbottabad, Chitral, and Nowshera show the highest and Kohistan, DIKhan, Dir and Bannu show the lowest enrollments in the past.

Table 2: Estimates of how many girls have gone to primary school

DISTRICT	N	None	Less than Half	Half	More than Half	All
ABBOTTABAD	1138	7%	43%	19%	28%	3%
BANNU	859	34%	50%	10%	5%	1%
CHITRAL	418	11%	51%	16%	20%	3%
CHARSADDA	273	9%	76%	9%	5%	1%
D. I. KHAN	663	45%	47%	5%	2%	1%
DIR	577	49%	35%	6%	9%	2%
KARAK	416	13%	57%	16%	12%	0%
KOHAT	411	42%	44%	9%	5%	10%
KOHISTAN	564	89%	2%	1%	0%	2%
MANSEHRA	549	25%	51%	11%	11%	0%
MARDAN	1064	15%	71%	8%	6%	0%
MALAKAND	346	9%	73%	8%	10%	0%
NOWSHERA	146	15%	53%	23%	9%	5%
PESHAWAR	362	18%	60%	8%	12%	0%
SWAT	750	30%	58%	8%	4%	0%
SWABI	227	11%	74%	7%	8%	0%
=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	28%	51%	10%	10%	1%

1.3 Community contributions to education. Evidence of parental support for education can be found in communities' willingness to contribute materially to the costs of education. Table 3 shows the considerable material contributions villagers claim to have made to boys' and girls' education.

In most instances, villagers reportedly contributed more to boys' as compared to girls' education. The contributions were usually about double for boys' as compared to girls' education. The districts where villagers contributed most to both boys' and girls' education were Nowshera, DIKhan, Swabi and Peshawar, while those that reported the least were in Mansehra and Malakand. It is interesting that the villages where parental support for girls' education is reportedly lower, have contributed more in the past to that education--thus, not confirming the assumption that interest necessarily goes along with material contribution.

Villages appear most willing to provide land for purposes of children's education and somewhat willing to provide buildings and other physical facilities. Very few villages appear willing to provide financial support to education, either by way of direct monetary contributions or by paying teachers' salaries.

Table 3: Village contributions to boys' and girls' education

DISTRICT	Free Land		Free Build.		Bound. Wall		Money Donat.		Tchr. Res.		Salary of Tch.	
	M	F	M	F	M	F	M	F	M	F	M	F
ABBOTTABAD	65%	36%	12%	3%	4%	2%	1%	0%	4%	3%	0%	0%
BANNU	55%	30%	8%	1%	3%	2%	1%	1%	4%	2%	0%	0%
CHITRAL	44%	23%	8%	5%	2%	2%	0%	1%	3%	5%	0%	1%
CHARSADDA	63%	41%	2%	1%	3%	1%	1%	0%	6%	5%	0%	0%
D.I.KHAN	77%	38%	7%	1%	3%	0%	1%	0%	6%	5%	0%	0%
DIR	65%	29%	1%	1%	1%	1%	1%	0%	6%	2%	0%	0%
KARAK	68%	35%	8%	1%	1%	3%	0%	0%	1%	1%	0%	0%
KOHAT	68%	29%	7%	0%	4%	1%	1%	0%	8%	5%	0%	0%
KOHISTAN	39%	19%	5%	0%	0%	0%	0%	0%	23%	17%	0%	0%
MALAKAND	43%	23%	4%	1%	1%	1%	1%	0%	1%	3%	1%	0%
MANSEHRA	33%	17%	10%	1%	3%	2%	0%	0%	0%	0%	0%	0%
MARDAN	51%	27%	5%	0%	1%	0%	0%	0%	4%	2%	0%	0%
NOWSHERA	82%	60%	5%	3%	7%	5%	1%	0%	16%	10%	0%	0%
PESHAWAR	66%	45%	4%	1%	4%	0%	0%	0%	5%	0%	0%	0%
SWAT	57%	26%	5%	0%	1%	2%	0%	0%	3%	1%	0%	0%
SWABI	63%	35%	7%	4%	4%	4%	6%	4%	2%	3%	0%	0%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	57%	29%	7%	1%	2%	1%	1%	0%	5%	3%	0%	0%

1.4 Community leader acceptance of education for girls. In many villages, community leaders strongly influence the provision of educational opportunities. Their attitudes can make a difference in whether school facilities are provided and whether girls enroll in school.

As Table 4 shows, community leaders (Maliks, Khans, Imams) in these villages display widespread interest in education for girls. Almost all (98 percent) of the villages claim to have at least some leaders interested in education for girls, and 87 percent report that all community leaders support education for girls. Community leader opposition to girls' education seems only important in Kohistan.

Table 4: Community leader interest in education for girls

DISTRICT	N	No		Yes		Some	
		N	%	N	%	N	%
ABBOTTABAD	1138	4	0%	1085	95%	49	4%
BANNU	859	4	0%	758	88%	97	11%
CHITRAL	418	4	1%	379	91%	34	8%
CHARSADDA	273	7	3%	228	84%	38	14%
D. I. KHAN	663	35	5%	482	73%	146	22%
DIR	577	5	1%	500	87%	68	12%
KARAK	416	0	0%	410	99%	6	1%
KOHAT	411	16	4%	334	81%	61	15%
KOHISTAN	564	57	10%	218	39%	289	51%
MANSEHRA	549	13	2%	512	93%	24	4%
MARDAN	1064	4	0%	1007	95%	53	5%
MALAKAND	346	1	0%	327	95%	18	5%
NOWSHERA	146	2	1%	130	89%	14	10%
PESHAWAR	362	2	1%	324	90%	36	10%
SWAT	750	22	3%	687	92%	41	5%
SWABI	227	1	0%	204	90%	22	10%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	177	2%	7585	87%	996	11%

1.5 Reasons girls do not go to primary school. Table 5 indicates the main reasons girls do not go to primary school. The main reason, according to villagers, is the lack of single sex schools and the second reason is the lack of physical facilities. Altogether, these two reasons combined make up 83 percent of the reasons girls do not go to school.

However, there is considerable variation both between and within districts. This suggests that attempts to attract girls to enroll at the primary level will need to be designed to fit the prevailing conditions in individual villages or districts.

Especially Kohistan, Malakand, and Bannu seem to have special circumstances that may warrant single sex schools.

Table 5: Main reasons for which girls do not go to primary school

DISTRICT	N	Family Personal		Insuff. Facil.		No sing. Sex sch.		Insuff. Teachers		Other Reas.	
		N	%	N	%	N	%	N	%	N	%
		ABBOTTABAD	1138	39	3%	563	49%	384	34%	32	3%
BANNU	859	55	6%	248	29%	492	57%	27	3%	24	3%
CHITRAL	418	7	2%	145	35%	203	49%	19	5%	32	8%
CHARSADDA	273	16	6%	108	40%	120	44%	10	4%	13	5%
D.I.KHAN	663	87	13%	71	11%	312	47%	18	3%	168	25%
DIR	577	16	3%	224	39%	289	50%	22	4%	16	3%
KARAK	416	3	1%	204	49%	178	43%	18	4%	3	1%
KOHAT	411	22	5%	191	46%	168	41%	16	4%	6	1%
KOHISTAN	564	62	11%	118	21%	330	59%	8	1%	1	0%
MANSEHRA	549	57	10%	247	45%	207	38%	24	4%	2	0%
MAPDAN	1064	26	2%	637	60%	336	32%	10	1%	46	4%
MALAKAND	346	15	4%	57	16%	202	58%	14	4%	27	8%
NOWSHERA	146	17	12%	84	58%	27	18%	6	4%	9	6%
PESHAWAR	362	81	22%	89	25%	133	37%	38	10%	7	2%
SWAT	750	19	3%	382	51%	300	40%	21	3%	18	2%
SWABI	227	9	4%	128	56%	81	36%	7	3%	2	1%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	531	6%	3496	40%	3762	43%	290	3%	432	5%

1.6 Support for girls' education: Summary and implications.

Table 6 shows the number of villages in each district that appear to be substantially in favor of education for girls, together with the number of villages which are reportedly willing to contribute materially to girls' education (by having available free land or rooms).

58 percent of villages report substantial community interest in girls' education. More than half (52 percent) of the villages with high support for girls' education say they have land or rooms available.

Table 6: Villages substantially in favor of girls' education and have land or rooms available

DISTRICT	N	Support*		Support/available**	
		N	%	N	%
ABBOTTABAD	1138	952	84%	535	56%
BANNU	859	480	56%	240	50%
CHITRAL	418	303	72%	132	44%
CHARSADDA	273	126	46%	53	42%
D. I. KHAN	663	198	30%	136	69%
DIR	577	323	56%	271	84%
KARAK	416	242	58%	169	70%
KOHAT	411	206	50%	129	63%
KOHISTAN	564	139	25%	136	98%
MANSEHRA	549	401	73%	225	56%
MARDAN	1064	744	70%	120	16%
MALAKAND	346	236	68%	167	71%
NOWSHERA	146	68	47%	22	32%
PESHAWAR	362	176	49%	120	68%
SWAT	750	373	50%	143	38%
SWABI	227	75	33%	39	52%
=====	=====	=====	=====	=====	=====
TOTAL	8763	5042	58%	2637	52%

* Villages where all community leaders and more than half the parents reportedly want education for girls

**Villages with high support for girls' education and land or rooms are available.

2. To what extent are primary school opportunities available in the villages of NWFP?

2.1 Government primary schooling. Table 7 shows the availability of government primary education for both boys and girls in the villages of Northwest Frontier Province. Three-quarters of the villages report having government primary education for boys and more than half (58 percent) report having these opportunities for girls in either single sex or mixed schooling contexts. Since many conservative parents might not accept the idea of mixed schooling, the number of villages having opportunities for girls' education may not represent "real" opportunities for some girls.

Though educational opportunities are reasonably high for boys in all districts, more than 20 percent of the villages in Bannu, Chitral, Kohistan, Mardan, Malakand and Swat still do not have opportunities for boys. Opportunities for girls are most limited in Kohistan, where the educational situation is uniquely poor for NWFP. Of the other districts, comparatively fewer opportunities exist for girls in Kohat, Mardan, Bannu, Dir and Dikhan.

Table 7: Opportunities for government primary education

DISTRICT	N	Boys		Girls	
		N	%	N	%
ABBOTTABAD	1138	934	82%	905	80%
BANNU	859	585	68%	420	49%
CHITRAL	418	285	68%	237	57%
CHARSADDA	273	232	85%	217	79%
D. I. KHAN	663	610	92%	340	51%
DIR	577	462	80%	274	47%
KARAK	416	365	88%	327	79%
KOHAT	411	358	87%	213	52%
KOHISTAN	564	285	51%	18	3%
MANSEHRA	549	490	89%	385	70%
MARDAN	1064	551	52%	510	48%
MALAKAND	346	260	75%	236	68%
NOWSHERA	146	142	97%	124	85%
PESHAWAR	362	291	80%	242	67%
SWAT	750	539	72%	482	64%
SWABI	227	218	96%	181	80%
=====	=====	=====	=====	=====	=====
TOTAL	8763	6607	75%	5111	58%

There is only a partial correlation between the location of government primary opportunities for girls and the regions where there is substantial local support for girls' education (see Table 1 above). For example, Mardan villages express strong interest in girls' education yet had fewer opportunities than some other districts such as Swabi where less interest was expressed yet opportunities were more widespread.

2.2 Private primary schooling. Table 8 shows the availability of private school opportunities for children. The table shows that though private schools only serve a very small proportion of the villages, they concentrate in sufficient numbers in Peshawar district for boys and Nowshera and Chitral for girls to be noteworthy.

Table 8: Opportunities for private primary education

DISTRICT	N	M		F	
		N	%	N	%
ABBOTTABAD	1138	73	6%	72	6%
BANNU	859	9	1%	7	1%
CHITRAL	418	18	4%	49	12%
CHARSADDA	273	6	2%	3	1%
D. I. KHAN	663	8	1%	1	0%
DIR	577	5	1%	3	1%
KARAK	416	18	4%	13	3%
KOHAT	411	17	4%	8	2%
KOHISTAN	564	0	0%	0	0%
MANSEHRA	549	30	5%	25	5%
MARDAN	1064	14	1%	11	1%
MALAKAND	346	9	3%	7	2%
NOWSHERA	146	12	8%	14	10%
PESHAWAR	362	37	10%	30	8%
SWAT	750	11	1%	10	1%
SWABI	227	13	6%	7	3%
=====	=====	=====	=====	=====	=====
TOTAL	8763	280	3%	260	3%

2.3 Mixed gender schooling. A number of the schools in NWFP have mixed gender enrollments existing now, whether they are designated officially as mixed schools or single sex schools. Table 9 shows the number of villages having mixed gender government and private schooling in the NWFP sample. By middle and secondary levels few villages report mixed opportunities for schooling.

The districts with the largest incidence of villages having mixed government primary schools are Karak, Charsadda, Abbottabad, Swat and Malakand. Almost half or more of the villages in these districts have mixed gender schooling. The districts with the fewest of these mixed schools are Kohistan, Nowshera, Peshawar, Dikhan and Kohat.

Table 9: Villages where mixed gender schooling exists

DISTRICT	N	Govt. Prim.		Priv. Prim.		Middle School		Second. School	
		N	%	N	%	N	%	N	%
ABBOTTABAD	1138	556	49%	61	5%	36	3%	9	1%
BANNU	859	249	29%	5	1%	3	0%	0	0%
CHITRAL	418	165	39%	7	2%	29	7%	20	5%
CHARSADDA	73	139	51%	2	1%	0	0%	0	0%
D. I. KHAN	663	104	16%	1	0%	0	0%	0	0%
DIR	577	162	28%	3	1%	3	1%	1	0%
KARAK	416	272	65%	12	3%	15	4%	10	2%
KOHAT	411	77	19%	6	1%	3	1%	2	0%
KOHISTAN	564	9	2%	0	0%	0	0%	0	0%
MANSEHRA	549	230	42%	24	4%	6	1%	4	1%
MARDAN	1064	318	30%	10	1%	0	0%	9	0%
MALAKAND	346	160	46%	6	2%	4	1%	1	0%
NOWSHERA	146	22	15%	11	8%	1	1%	0	0%
PESHAWAR	362	58	16%	27	7%	0	0%	0	0%
SWAT	750	351	47%	10	1%	17	2%	3	0%
SWABI	227	86	38%	6	3%	1	0%	1	0%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	2958	34%	191	2%	118	1%	51	1%

2.4 Opportunities for primary schooling: Summary and implications. Table 7 above showed that a large proportion of the villages (75 percent) report some kind of primary opportunity for boys. 58 percent have similar opportunities for girls. Table 9 above shows the numbers of villages having mixed enrollments.

Table 10 below shows the availability of mixed gender schooling compared to single sex schooling for girls. As many as 58 percent of villages where there are schooling opportunities for girls report girls and boys studying together, and 42 percent report girls studying in single sex schools.

Districts which report willingness to contribute to girls' education tend to report relatively numerous opportunities for girls, particularly the more informal types of schooling opportunities (mosque schools and mixed classrooms, as opposed to government primary schools and single-sex schools).

DIKhan, Kohat, Nowshera, Peshawar, and Swabi are the only districts having more single sex than mixed sex opportunities for girls.

The high overall incidence of mixed sex schooling suggests that in many villages, one primary school rather than two, might be an accepted way to serve the education needs of the community. Instead of costly single-sex schools, resources might be combined in these areas to build larger schools. This suggestion must be taken with caution, however, since not all parents in all villages are likely to consider this option acceptable for their daughters.

Table 10: Mixed gender and single-sex primary schooling for girls

DISTRICT	Government Primary					Private Primary				
	Mixed		Single		Mixed		Single			
	N	%	N	%	N	%	N	%		
ABBOTTABAD	905	556 61%	349 39%	72	61 85%	11 15%				
BANNU	420	249 59%	171 41%	7	5 71%	2 29%				
CHITRAL	237	165 70%	72 30%	49	7 14%	42 86%				
CHARSADDA	217	139 64%	78 36%	3	2 67%	1 33%				
D. I. KHAN	340	104 31%	236 69%	1	1 100%	0 0%				
DIR	274	162 59%	112 41%	3	3 100%	0 0%				
KARAK	327	272 83%	55 17%	13	12 92%	1 8%				
KOHAT	213	77 36%	136 64%	8	6 75%	2 25%				
KOHISTAN	18	9 50%	9 50%	0	0 0%	0 0%				
MANSEHRA	385	230 60%	155 40%	25	24 96%	1 4%				
MARDAN	510	318 62%	192 38%	11	10 91%	1 9%				
MALAKAND	236	160 68%	76 32%	7	6 86%	1 14%				
NOWSHERA	124	22 18%	102 82%	14	11 79%	3 21%				
PESHAWAR	242	58 24%	184 76%	30	27 90%	3 10%				
SWAT	482	351 73%	131 27%	10	10 100%	0 0%				
SWABI	181	86 48%	95 52%	7	6 86%	1 14%				
=====	=====	=====	=====	=====	=====	=====	=====	=====		
TOTAL	5111	2958 58%	2153 42%	260	191 73%	69 27%				

Finally, Table 11 juxtaposes data on villages where support for education is reportedly high with data on existing primary schooling opportunities for girls.

Overall, 58 percent of villages report substantial community support for girls' education and a similar 58 percent of villages have some type of primary opportunities available for girls. 61 percent of the villages having strong support for girls' education have primary opportunities for girls. The districts where demand and supply are best balanced are Abbottabad, Karak and Nowshera, and where they are least in balance: Bannu, DIKhan and Mardan. Kohistan, as usual is an exceptional case.

Table 11: Primary level opportunities for girls: demand versus availability

DISTRICT	N	Support*		Girls' prim+		Supp. & prim#	
		N	%	N	%	N	%
ABBOTTABAD	1138	952	84%	905	80%	774	81%
BANNU	859	480	56%	420	49%	212	44%
CHITRAL	418	303	72%	237	57%	168	55%
CHARSADDA	273	126	46%	217	79%	92	73%
D. I. KHAN	663	198	30%	340	51%	88	44%
DIR	577	323	56%	274	47%	171	53%
KARAK	416	242	58%	327	79%	195	81%
KOHAT	411	206	50%	213	52%	120	58%
KOHISTAN	564	139	25%	18	3%	6	4%
MANSEHRA	549	401	73%	385	70%	311	78%
MARDAN	1064	744	70%	510	48%	355	48%
MALAKAND	346	236	68%	236	68%	159	67%
NOWSHERA	146	68	47%	124	85%	57	84%
PESHAWAR	362	176	49%	242	67%	103	59%
SWAT	750	373	50%	482	64%	232	62%
SWABI	227	75	33%	181	80%	54	72%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	5042	58%	5111	58%	3097	61%

* Villages where all community leaders and more than half the parents want education for girls

+ Villages where primary opportunities exist for girls in single-sex or mixed schools

Villages where support is high and primary opportunities are available

The widespread existence of mosque schools and mixed gender schools suggests that there may be viable, relatively low-cost alternatives to providing single-sex schools for girls, such as using mosques as interim school sites and converting existing single-sex schools to coeducational facilities.

3. To what extent are physical facilities required to expand primary schooling?

3.1 Facilities needed. Table 12 shows the need for facilities for boys' and girls' schools as reported by the villages of the sample. Gender differences are apparent. For boys, about 54 percent of villages report the need for more facilities to house children in overcrowded schools and 29 percent to start new schools; only 17 percent say current facilities are sufficient and 1 percent say they do not want education for boys. By contrast, girls need facilities mainly to start education (65 percent), and few need them because schools are crowded (22 percent); only 10 percent have sufficient facilities and 3 percent do not need facilities because they do not want education for girls.

Table 12: Physical facilities needed for boys' and girls' education

DISTRICT	Edu. not Wanted		Needed to Begin		Needed (Crowded)		Sufficient	
	M	F	M	F	M	F	M	F
ABBOTTABAD	0%	1%	22%	52%	69%	41%	9%	6%
BANNU	0%	2%	35%	72%	45%	14%	19%	12%
CHITRAL	1%	2%	38%	69%	56%	26%	5%	3%
CHARSADDA	1%	2%	19%	60%	67%	30%	13%	8%
D.I.KHAN	0%	6%	10%	57%	40%	11%	51%	26%
DIR	0%	1%	25%	76%	63%	19%	11%	4%
KARAK	1%	1%	20%	64%	66%	27%	13%	8%
KOHAT	1%	6%	15%	59%	66%	25%	19%	11%
KOHISTAN	1%	11%	58%	86%	19%	2%	22%	1%
MANSEHRA	1%	4%	13%	53%	74%	36%	12%	7%
MARDAN	0%	1%	52%	81%	35%	10%	13%	8%
MALAKAND	0%	1%	28%	73%	58%	18%	14%	7%
NOWSHERA	4%	7%	8%	25%	66%	47%	22%	21%
PESHAWAR	2%	1%	20%	42%	35%	17%	42%	39%
SWAT	0%	3%	31%	71%	63%	23%	6%	3%
SWABI	0%	1%	18%	55%	69%	38%	13%	6%
=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	1%	3%	29%	65%	54%	22%	17%	10%

3.1.1 Facilities needed where community support for girls' education is high. Table 13 shows the number of villages reporting substantial demand for girls' education which need facilities to begin girls' education. A total of 38 percent of the villages report both substantial support for girls' education and the need for facilities to begin education for girls.

Some districts appear better off than others in this respect. In Nowshera, Swabi and DIKhan, for example, a relatively small percentage of villages demanding girls' education need facilities to begin. This may be because fewer villages in these districts report a substantial demand for girls' education. Other districts, such as Mardan, Malakand and Chitral, report a large number of villages which support girls' education and still need facilities to begin girls' schooling.

Table 13: Facilities needed to start education for girls in villages where community support is reportedly high

DISTRICT	N	Support*		Support/Needed.+	
		N	%	N	%
ABBOTTABAD	1138	952	84%	473	42%
BANNU	859	480	56%	365	42%
CHITRAL	418	303	72%	207	50%
CHARSADDA	273	126	46%	81	30%
D. I. KHAN	663	198	30%	144	22%
DIR	577	323	56%	241	42%
KARAK	416	242	58%	153	37%
KOHAT	411	206	50%	126	31%
KOHISTAN	564	139	25%	133	24%
MANSEHRA	549	401	73%	206	38%
MARDAN	1064	744	70%	591	56%
MALAKAND	346	236	68%	176	51%
NOWSHERA	146	68	47%	18	12%
PESHAWAR	362	176	49%	96	27%
SWAT	750	373	50%	277	37%
SWABI	227	75	33%	44	19%
=====	=====	=====	=====	=====	=====
TOTAL	8763	5042	58%	3331	38%

3.2 Facilities available. Section 1.3 above summarized villages' reported willingness to provide various physical resources for the development of primary education. From Table 3 it appeared that villages were most willing to provide land for purposes of their children's education, and somewhat willing to provide physical facilities (buildings or teacher residences).

Table 14 below looks at the number of villages wanting to begin or expand education which report having land and rooms currently available for education. Almost 60 percent of villages which want to begin or expand education claim to have land currently available for boys' schools and almost half for girls' schools.

4 percent of villages wanting to begin or expand education report having rooms available for boys' education and 3 percent for girls' education. These villages having rooms and land available may be ideal candidates for immediate expansion of schooling opportunities. In Dir for example where the need for facilities is great, 83 percent of the villages wanting facilities to begin or expand girls' education claim to have land currently available for the construction of schools.

Table 14: Resources available now to begin/expand education where needed

DISTRICT	Want to Begin/Expand		-- Available now --			
	M	F	Rooms		Land	
			M	F	M	F
ABBOTTABAD	1036	1062	6%	4%	68%	52%
BANNU	692	740	1%	1%	65%	49%
CHITRAL	392	396	2%	3%	46%	42%
CHARSADDA	236	245	12%	9%	33%	29%
D. I. KHAN	326	449	15%	7%	81%	68%
DIR	512	548	4%	2%	85%	83%
KARAK	359	380	1%	1%	80%	68%
KOHAT	331	344	5%	2%	65%	45%
KOHISTAN	434	494	2%	0%	95%	95%
MANSEHRA	477	489	1%	2%	68%	55%
MARDAN	924	966	3%	1%	18%	11%
MALAKAND	298	316	1%	2%	62%	63%
NOWSHERA	108	106	18%	12%	30%	25%
PESHAWAR	201	215	10%	7%	54%	51%
SWAT	704	700	2%	0%	43%	29%
SWABI	197	211	5%	3%	47%	39%
=====	=====	=====	=====	=====	=====	=====
TOTAL	7227	7661	4%	3%	59%	49%

3.3 Availability of facilities: Summary and implications. The priority need is facilities to begin education for girls in villages where such opportunities do not now exist. Table 15 shows the number of villages in each district which report the need for physical facilities to begin education for girls and which claim to have both land and rooms currently available for girls' education. Of the 65 percent of villages reportedly needing facilities to start girls' education, almost half currently have either land or rooms available. In a situation of limited resources, these may be the villages where educational facilities for girls can be provided with relatively low investment. In this respect Dir, Malakand and DIKhan appear to be good candidates for girls' schooling.

Table 15: Villages needing physical facilities to begin girls' education and which claim to have land or rooms available

DISTRICT	N	Need to begin		Fac.needed/Available	
		N	%	N	%
ABBOTTABAD	1138	597	52%	280	47%
BANNU	859	619	72%	258	42%
CHITRAL	418	289	69%	125	43%
CHARSADDA	273	163	60%	45	28%
D. I. KHAN	663	379	57%	247	65%
DIR	577	437	76%	375	86%
KARAK	416	268	64%	163	61%
KOHAT	411	242	59%	95	39%
KOHISTAN	564	484	86%	460	95%
MANSEHRA	549	293	53%	126	43%
MARDAN	1064	858	81%	76	9%
MALAKAND	346	254	73%	171	67%
NOWSHERA	146	37	25%	14	38%
PESHAWAR	362	152	42%	84	55%
SWAT	750	530	71%	108	20%
SWABI	227	124	55%	44	35%
=====	=====	=====	=====	=====	=====
TOTAL	8763	5726	65%	2671	47%

Few villages report having the physical facilities to begin education for girls, even where community support is high. A small proportion of villages have rooms and land already available, making them ideal candidates for the immediate establishment of schools. Many other villages appear willing to make land available for this purpose.

4. To what extent are additional teachers required to expand primary education?

4.1 Teachers needed. Table 16 shows the teachers needed for boys' and girls' in the villages of the sample. Gender differences follow the same pattern as for facilities. 47 percent of villages report the need for more teachers for boys because of crowded classes and only 30 percent to start schools; about 22 percent of the villages had sufficient teachers for boys and 1 percent did not need them because they were not interested in education for boys. Girls, again, needed teachers mainly to start education (70 percent), and few need them because classes are crowded (17 percent); only 9 percent have sufficient staff and 4 percent do not need staff because they do not want education for girls.

Table 16: Teachers needed for boys' and girls' education

DISTRICT	Ed. not Wanted		Needed to begin		Needed (Crowded)		Suffi- cient	
	M	F	M	F	M	F	M	F
ABBOTTABAD	1%	3%	21%	65%	62%	25%	16%	7%
BANNU	1%	3%	41%	77%	39%	10%	19%	10%
CHITRAL	5%	2%	37%	76%	53%	19%	5%	2%
CHARSADDA	1%	2%	23%	67%	48%	21%	27%	10%
D. I. KHAN	0%	7%	9%	60%	36%	5%	56%	28%
DIR	1%	1%	25%	77%	62%	19%	12%	2%
KARAK	1%	3%	31%	68%	52%	19%	15%	9%
KOHAT	0%	8%	24%	65%	53%	18%	23%	9%
KOHISTAN	2%	11%	59%	87%	3%	0%	35%	1%
MANSEHRA	0%	4%	14%	60%	64%	28%	22%	8%
MARDAN	0%	1%	51%	80%	32%	11%	17%	7%
MALAKAND	0%	1%	25%	74%	64%	21%	10%	4%
NOWSHERA	0%	5%	13%	34%	48%	42%	39%	20%
PESHAWAR	1%	4%	21%	43%	36%	16%	41%	36%
SWAT	1%	6%	31%	72%	60%	21%	8%	2%
SWABI	1%	1%	21%	58%	54%	30%	24%	10%
=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	1%	4%	30%	70%	47%	17%	22%	9%

4.2 Teachers available. As Table 17 shows, more than 93 percent of the villages wanting to begin or expand education claim there is an acceptable teacher available to teach boys, and 58 percent claim to have an acceptable teacher available for girls. In the case of the girls, most villages are probably assuming a female teacher since that is the current expectation for primary education in NWFP. The districts with the most difficulty finding teachers for girls are DIKhan, Kohistan and Swat.

Table 17: Teachers available now to begin/expand education

DISTRICT	Want to Begin/Exp.		-- Available now* --			
	M	F	Males		Females	
			N	%	N	%
ABBOTTABAD	950	1023	938	99%	770	75%
BANNUJ	688	743	676	98%	391	53%
CHITRAL	377	399	348	92%	301	75%
CHARSADDA	195	240	191	98%	220	92%
D. I. KHAN	293	433	259	88%	110	25%
DIR	503	551	494	98%	424	77%
KARAK	348	364	332	95%	283	78%
KOHAT	314	343	289	92%	159	46%
KOHISTAN	353	493	175	50%	156	32%
MANSEHRA	428	481	421	98%	327	68%
MARDAN	880	968	824	94%	407	42%
MALAKAND	310	331	290	94%	189	57%
NOWSHERA	89	110	85	96%	79	72%
PESHAWAR	208	216	204	98%	160	74%
SWAT	682	695	617	90%	271	39%
SWABI	170	201	166	98%	152	76%
=====	=====	=====	=====	=====	=====	=====
TOTAL	6788	7591	6309	93%	4399	58%

* Teachers available in villages needing teachers

4.2.1 Female teachers within bussing distance. Communication and transport are difficult in parts of Northwest Frontier Province. It may therefore be difficult for teachers to commute daily to work in rural communities. It may be even more difficult to find teachers who will reside in villages other than their own. As Table 18 shows, however, 68 percent of the villages report being within 25 kilometers of a potential female teacher. A number of villages (21 percent) report having female teachers available within the village, others (63 percent) report having female teachers available within ten kilometers.

Table 18: Female teacher availability within specified distances

DISTRICT	N	In Village		1-10 km		11-24 km		25-50 km		51-100 km	
		N	%	N	%	N	%	N	%	N	%
ABBOTTABAD	1138	500	44%	463	41%	27	2%	1	0%	98	9%
BANNU	859	58	7%	568	66%	72	8%	2	0%	46	5%
CHITRAL	418	140	33%	122	29%	32	8%	12	3%	23	6%
CHARSADDA	273	35	13%	179	66%	7	3%	0	0%	29	11%
D. I. KHAN	663	83	13%	247	37%	88	13%	27	4%	127	19%
DIR	577	29	5%	253	44%	33	6%	14	2%	70	12%
KARAK	416	60	14%	286	69%	28	7%	1	0%	38	9%
KOHAT	411	60	15%	136	33%	71	17%	11	3%	104	25%
KOHISTAN	564	21	4%	8	1%	9	2%	9	2%	123	22%
MANSEHRA	549	141	26%	202	37%	2	0%	0	0%	204	37%
MARDAN	1064	206	19%	608	57%	5	0%	1	0%	77	7%
MALAKAND	346	90	26%	219	63%	11	3%	0	0%	22	6%
NOWSHERA	146	52	36%	46	32%	4	3%	0	0%	30	21%
PESHAWAR	362	140	39%	59	16%	0	0%	1	0%	0	0%
SWAT	750	123	16%	248	33%	34	5%	8	1%	156	21%
SWABI	227	66	29%	70	31%	10	4%	0	0%	48	21%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	1804	21%	3714	42%	433	5%	87	1%	1195	14%

4.2.2 Males and females with academic qualifications. Some villages in Northwest Frontier Province have few or no women with the appropriate qualifications (matric graduates) to become teachers. Table 19 shows the number of villages reporting female degree holders. 55 percent of villages report have primary degree holders; 34 percent report middle pass holders; and 28 percent report matric holders. Clearly the pool of existing female matric graduates who could be tapped for primary school teaching is very small. If current trends continue, it is unlikely that the numbers of academically qualified females will increase significantly in the future.

Kohistan and Dir have the most critical shortage of matric holders, while Dir, Bannu, and Swat also have serious problems.

Table 19: Villages having male or female certificate holders

DISTRICT	N	Primary		Middle		Second	
		M	F	M	F	M	F
ABBOTTABAD	1138	99%	85%	97%	63%	96%	54%
BANNU	859	96%	42%	94%	24%	93%	16%
CHITRAL	418	95%	74%	89%	55%	87%	44%
CHARSADDA	273	98%	81%	95%	51%	94%	38%
D. I. KHAN	663	91%	33%	84%	10%	75%	9%
DIR	577	94%	34%	85%	16%	80%	14%
KARAK	416	99%	67%	94%	43%	88%	31%
KOHAT	411	97%	47%	95%	25%	93%	23%
KOHISTAN	564	49%	3%	34%	2%	34%	2%
MANSEHRA	549	95%	61%	91%	46%	88%	41%
MARDAN	1064	97%	59%	92%	29%	91%	22%
MALAKAND	346	94%	66%	87%	37%	88%	34%
NOWSHERA	146	99%	72%	99%	59%	99%	52%
PESHAWAR	362	97%	71%	97%	46%	97%	35%
SWAT	750	95%	50%	88%	26%	81%	18%
SWABI	227	99%	75%	95%	45%	91%	37%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	93%	55%	88%	34%	85%	28%

4.3 Availability of teachers: Summary and implications. Table 20 matches potential female teachers reportedly within a short bussing distance or living in the village who have matric degrees; to villages where it was stated that there is a need for teachers to begin girls' education. Table 21 shows the same for villages where there is a need for female teachers to expand education.

If it were possible to use the existing teacher resources, about 60 percent of the villages asking for teachers to begin girls' education could be provided with a nearby academically qualified female teacher. Only 183 additional villages, or 3 percent of those needing teachers to start girls' education, could be served by reducing the qualifications of candidates to middle pass.

Table 20: Female candidates availability where teachers needed to begin education for girls

DISTRICT	N	To beg. grls' ed		<10km*		Matric**		Middl***	
		N	%	N	%	N	%	N	%
ABBOTTABAD	1138	740	65%	580	78%	600	81%	638	86%
BANNU	859	661	77%	464	70%	469	71%	480	73%
CHITRAL	418	318	76%	171	54%	197	62%	223	70%
CHARSADDA	273	183	67%	142	78%	151	83%	161	88%
D.I.KHAN	663	398	60%	193	48%	196	49%	199	50%
DIR	577	443	77%	184	42%	189	43%	194	44%
KARAK	416	283	68%	217	77%	218	77%	225	80%
KOHAT	411	267	65%	122	46%	130	49%	135	51%
KOHISTAN	564	492	87%	22	4%	34	7%	34	7%
MANSEHRA	549	329	60%	179	54%	182	55%	187	57%
MARDAN	1064	854	80%	642	75%	652	76%	666	78%
MALAKAND	346	257	74%	224	87%	224	87%	226	88%
NOWSHERA	146	49	34%	30	61%	32	65%	35	71%
PESHAWAR	362	157	43%	62	39%	72	46%	81	52%
SWAT	750	539	72%	238	44%	244	45%	267	50%
SWABI	227	132	58%	72	55%	77	58%	82	62%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	6102	70%	3542	58%	3667	60%	3833	63%

* Teachers reported to be available within 10 kilometers of villages where there is a need to begin girls' education

** Teachers available within 10 kms, or females in the village with matric degrees in villages where there is a need to begin girls' education

*** Teachers available within 10 kms, or females in the village with matric degrees, or females with middle pass certificates in villages where there is a need to begin girls' education

Table 21 shows that the situation is even more promising in villages where teachers are needed to expand education for girls. 83 percent of these villages can be served by nearby qualified candidates. Again very few additional villages (59) could be served by lowering qualifications to middle pass.

Table 21: Female candidates availability where teachers needed to expand education for girls

DISTRICT	N	To exp. grls' ed.		<10km*		Matric**		Middle***	
		N	%	N	%	N	%	N	%
ABBOTTABAD	1138	283	25%	255	90%	266	94%	267	94%
BANNU	859	82	10%	64	78%	66	80%	67	82%
CHITRAL	418	81	19%	63	78%	67	83%	72	89%
CHARSADDA	273	5	21%	41	72%	43	75%	49	86%
D. I. KHAN	663	35	5%	18	51%	22	63%	24	69%
DIR	577	108	19%	70	65%	75	69%	79	73%
KARAK	416	81	19%	70	86%	77	95%	77	95%
KOHAT	411	76	18%	44	58%	52	68%	59	78%
KOHISTAN	564	1	0%	1	100%	1	100%	1	100%
MANSEHRA	549	152	28%	139	91%	141	93%	142	93%
MARDAN	1064	114	11%	94	82%	97	85%	101	89%
MALAKAND	346	74	21%	64	86%	66	89%	70	95%
NOWSHERA	146	61	42%	40	66%	49	80%	53	87%
PESHAWAR	362	59	16%	36	61%	41	69%	45	76%
SWAT	750	156	21%	108	69%	109	70%	124	79%
SWABI	227	69	30%	45	65%	58	84%	62	90%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	1489	17%	1152	77%	1230	83%	1292	87%

- * Teachers reported to be available within 10 kilometers
 ** Teachers available within 10 kms, or females in the village with matric degrees
 *** Teachers available within 10 kms, or females in the village with matric degrees, or females with middle pass certificates

Finally, Table 22 attempts to summarize the magnitude of the inputs reportedly needed by villages in order to begin education for girls.

As the table shows, 25 percent of the villages need both teachers and buildings; 35 percent have a teacher within 10 kilometers but need a building to start girls' education. Very few need a teacher but have a building available. The table shows that the main need is a place to hold classes, and only secondarily non-availability of teachers is a problem to begin girls' education in villages where girls' schooling does not exist.

Table 22: Villages needing teachers, buildings or both to begin education for girls

DISTRICT	N	Need tchr Have bldg		Need bldg Have tchr*		Need tchr & bldg	
		N	%	N	%	N	%
ABBOTTABAD	1138	3	0%	447	39%	83	7%
BANNU	859	0	0%	422	49%	165	19%
CHITRAL	418	0	0%	149	36%	112	27%
CHARSADDA	273	1	0%	117	43%	29	11%
D. I. KHAN	663	3	0%	155	23%	185	28%
DIR	577	3	1%	162	28%	236	41%
KARAK	416	0	0%	192	46%	54	13%
KOHAT	411	2	0%	96	23%	121	29%
KOHISTAN	564	1	0%	21	4%	452	80%
MANSEHRA	549	0	0%	139	25%	140	26%
MARDAN	1064	2	0%	627	59%	199	19%
MALAKAND	346	1	0%	214	62%	25	7%
NOWSHERA	146	2	1%	10	7%	11	8%
PESHAWAR	362	2	1%	44	12%	82	23%
SWAT	750	0	0%	218	29%	273	36%
SWABI	227	0	0%	59	26%	48	21%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	20	0%	3072	35%	2215	25%

* A potential teacher is located within 10 kilometers of village

5. Are females becoming qualified at present who might serve as primary school teachers for girls in the future?

5.1 Potential literate populations. Table 23 shows the number of villages reporting boys and girls currently enrolled somewhere, whether in the village or outside. The table shows that almost all (97 percent) of the villages report that they have boys and 74 percent report that they have girls attending primary schooling somewhere; 89 percent report boys and 36 percent report girls attending middle school somewhere; and 80 percent report boys and 23 percent report girls attending secondary (matric) level somewhere.

For girls, the main problem in finding suitably qualified teaching candidates appears to lie in the limited number of villages having currently enrolled females at the matric level. Long term expansion in the numbers of female primary teachers will require substantial increases in the numbers of girls completing middle and matric level schooling. The problem is most severe in Kohistan, DIKhan, Dir, Bannu, Mardan, Swat and Kohat.

Table 23: Villages having current enrollments at various levels in the village or elsewhere

DISTRICT	N	Primary		Middle		Secondary	
		M	F	M	F	M	F
ABBOTTABAD	1138	100%	94%	97%	63%	94%	45%
BANNU	859	99%	70%	96%	23%	88%	13%
CHITRAL	418	97%	90%	94%	64%	86%	33%
CHARSADDA	273	100%	95%	99%	63%	94%	40%
D. I. KHAN	663	100%	56%	87%	14%	74%	7%
DIR	577	97%	54%	89%	18%	80%	10%
KARAK	416	100%	83%	98%	48%	89%	27%
KOHAT	411	98%	64%	95%	26%	80%	17%
KOHISTAN	564	68%	5%	33%	3%	24%	3%
MANSEHRA	549	100%	79%	90%	43%	80%	33%
MARDAN	1064	100%	87%	88%	32%	70%	15%
MALAKAND	346	100%	92%	96%	53%	85%	28%
NOWSHERA	146	100%	86%	97%	57%	90%	47%
PESHAWAR	362	99%	83%	97%	46%	91%	35%
SWAT	750	99%	75%	90%	28%	77%	16%
SWABI	227	97%	86%	96%	48%	91%	34%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	97%	74%	89%	36%	80%	23%

5.2 Opportunities for matric (class 9-10) and middle (class 6-8) level education. Table 24 shows the number of villages reporting middle and matric level opportunities for children within the village. Only a few villages report matric opportunities for boys (8 percent) and even fewer for girls (2 percent) to go to the matric level. Since candidates for teaching should have completed matric (class 10), this table demonstrates how few opportunities there are to acquire this degree. In some cases this requirement is reduced to middle pass (class 8) when no other candidates are available. Only 11 percent of the villages report middle level opportunities for boys and 4 percent for girls.

Table 24: Opportunities for matric and middle level education

DISTRICT	N	Matric Level		Middle Level	
		M	F	M	F
ABBOTTABAD	1138	9%	2%	14%	6%
BANNU	859	5%	0%	10%	2%
CHITRAL	418	9%	6%	15%	11%
CHARSADDA	273	12%	3%	18%	5%
D. I. KHAN	663	6%	0%	11%	1%
DIR	577	6%	1%	12%	3%
KARAK	416	11%	4%	14%	7%
KOHAT	411	11%	3%	15%	4%
KOHISTAN	564	1%	0%	1%	0%
MANSEHRA	549	7%	3%	11%	5%
MARDAN	1064	2%	1%	5%	1%
MALAKAND	346	8%	1%	11%	3%
NOWSHERA	146	26%	7%	30%	16%
PESHAWAR	362	14%	3%	19%	6%
SWAT	750	7%	1%	9%	4%
SWABI	227	17%	5%	17%	3%
=====	=====	=====	=====	=====	=====
TOTAL	8763	8%	2%	11%	4%

5.3 Increasing girls' enrollments at higher levels. Table 25 shows the conditions which parents reportedly find attractive enough to allow their daughters to continue on from the primary to the middle level.

Table 25 shows that, of the villages that report having females with primary certificates, the most popular option for girls to continue on to middle school would be if that school were located within the village, followed by the almost equally popular options of providing a mobile teacher who would come periodically to the village or providing a school bus.

Table 25: Conditions where primary girl graduates would attend middle levels

DISTRICT	N	School in village	School within 3 Km	Public Trans. to Sch.	School Bus to school	Mobile Tchr	Corr Cour
ABBOTTABAD	1136	84%	61%	57%	64%	75%	9%
BANNU	858	41%	18%	17%	32%	36%	2%
CHITRAL	418	70%	51%	32%	66%	64%	8%
CHARSADDA	273	79%	40%	49%	71%	70%	4%
D. I. KHAN	663	29%	8%	3%	22%	24%	1%
DIR	564	35%	14%	17%	29%	29%	4%
KARAK	416	67%	43%	39%	62%	55%	6%
KOHAT	406	46%	21%	21%	32%	34%	5%
KOHISTAN	505	2%	0%	0%	0%	1%	0%
MANSEHRA	549	61%	29%	33%	54%	59%	4%
MARDAN	1063	58%	23%	25%	56%	56%	11%
MALAKAND	346	66%	46%	32%	61%	63%	12%
NOWSHERA	146	66%	40%	42%	58%	59%	14%
PESHAWAR	362	69%	31%	35%	63%	58%	22%
SWAT	742	42%	28%	29%	36%	36%	3%
SWABI	227	74%	47%	51%	72%	65%	19%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8674	54%	30%	29%	46%	48%	7%

At the secondary level (see Table 26), the same options are favored by the parents of girls with a middle pass certificate: a school in the village, a mobile teacher and the provision of a school bus.

Very few girls in these villages go to middle or secondary school. Many parents report being willing to enroll their daughters in such schools if they were nearby, but there are few opportunities to do so. Without additional middle and secondary schools it will be impossible to increase the supply of qualified female teachers in the future.

Table 26: Conditions where middle pass girls would attend secondary levels

DISTRICT	N	School in village	School within 3 Km	Public Trans. to Sch.	School Bus to school	Mobile Tchr	Corres Course
ABBOTTABAD	1135	62%	46%	42%	48%	56%	6%
BANNU	858	24%	11%	10	19%	22%	2%
CHITRAL	418	51%	34%	22%	50%	46%	9%
CHARSADDA	273	50%	29%	32%	45%	44%	4%
D. I. KHAN	663	6%	2%	1%	6%	7%	0%
DIR	564	16%	8%	9%	14%	13%	2%
KARAK	416	43%	26%	25%	40%	36%	4%
KOHAT	402	24%	13%	14%	19%	19%	3%
KOHISTAN	505	3%	0%	0%	0%	1%	0%
MANSEHRA	549	46%	23%	26%	42%	45%	5%
MARDAN	1064	28%	16%	16%	28%	28%	8%
MALAKAND	346	37%	26%	19%	35%	35%	7%
NOWSHERA	146	57%	33%	36%	49%	49%	10%
PESHAWAR	362	45%	26%	28%	41%	39%	17%
SWAT	738	24%	16%	18%	22%	20%	1%
SWABI	227	45%	31%	30%	45%	39%	16%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8666	33%	20%	20%	29%	30%	5%

6. Are there alternative strategies which would help to expand the availability of primary school opportunities for girls?

6.1 Acceptability of mixed gender schooling. Many villages are too small to provide separate sex schools, or have difficulty finding female teachers to open single-sex girls' schools. Already, as shown above, more villages claim to have boys and girls studying together in government primary schools than have single-sex schools for girls. Table 27 shows the number of villages which claim to accept the idea of mixed schooling if separate facilities and staff could not be provided.

Table 27 shows that 66 percent of the villages reportedly accept the idea of mixed schooling in classes Kachi through three; and almost 40 percent accept the idea for classes 4 and 5. By contrast, only 2 percent of villages reportedly accept the idea of mixed schooling at middle and matric levels. The most resistant districts to mixed primary schooling are Kohistan, DIKhan, Nowshera, and Kohat.

Table 27: Acceptability of mixed gender schooling for girls

DISTRICT	N	Kachi-3		4-5		Mid/Matric	
		N	%	N	%	N	%
ABBOTTABAD	1138	984	86%	754	66%	29	3%
BANNU	859	528	61%	203	24%	1	0%
CHITRAL	418	376	90%	347	83%	77	18%
CHARSADDA	273	228	84%	93	34%	0	0%
D. I. KHAN	663	215	32%	71	11%	3	0%
DIR	577	379	66%	205	36%	4	1%
KARAK	416	385	93%	341	82%	32	8%
KOHAT	411	169	41%	73	18%	1	0%
KOHISTAN	564	21	4%	13	2%	0	0%
MANSEHRA	549	384	70%	234	43%	10	2%
MARDAN	1064	863	81%	287	27%	5	0%
MALAKAND	346	272	79%	141	41%	1	0%
NOWSHERA	146	57	39%	20	14%	1	1%
PESHAWAR	362	201	56%	83	23%	1	0%
SWAT	750	606	81%	484	65%	7	1%
SWABI	227	153	67%	59	26%	0	0%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	5821	66%	3408	39%	172	2%

6.2 Acceptability of male teachers for teaching girls. Table 28 shows the number of villages which claim to accept the idea of male teachers teaching girls if no female teachers were available. The table shows that reported acceptance of male teachers is much higher for preschool through class three (68 percent) than for classes four and five (40 percent). About the same ratios of villages accept mixed primary classes as accept male teachers for girls. Again the main resistance comes from Kohistan, DIKhan, Kohat and Nowshera at all levels.

Table 28: Acceptability of male teachers for girls' schools

DISTRICT	N	Classes K-3		Classes 4-5	
		N	%	N	%
ABBOTTABAD	1138	985	87%	753	66%
BANNU	859	534	62%	203	24%
CHITRAL	418	383	92%	362	87%
CHARSADDA	273	229	84%	88	32%
D. I. KHAN	663	220	33%	75	11%
DIR	577	401	69%	211	37%
KARAK	416	386	93%	346	83%
KOHAT	411	158	38%	68	17%
KOHISTAN	564	127	23%	105	19%
MANSEHRA	549	384	70%	235	43%
MARDAN	1064	835	78%	259	24%
MALAKAND	346	256	74%	131	38%
NOWSHERA	146	64	44%	26	18%
PESHAWAR	362	187	52%	70	19%
SWAT	750	621	83%	502	67%
SWABI	227	158	70%	66	29%
=====	=====	=====	=====	=====	=====
TOTAL	8763	5928	68%	3500	40%

6.2.1 Types of acceptable male teacher. Table 29 shows the kinds of male teachers that are reportedly acceptable to villagers to teach in girls' schools. The table shows that villagers prefer a Pesh Imam (61 percent) followed by an older retired male teacher (52 percent) and a local male (46 percent). Least acceptable is a male from outside the village (6 percent).

Table 29: Kinds of male teachers acceptable for girls' schools

DISTRICT	N	Outside Male	Local Male	Retired Male	Pesh Imam
ABBOTTABAD	1138	10%	66%	72%	73%
BANNU	859	6%	49%	49%	51%
CHITRAL	418	18%	89%	88%	83%
CHARSADDA	273	4%	41%	55%	51%
D. I. KHAN	663	3%	17%	25%	59%
DIR	577	4%	44%	60%	83%
KARAK	416	1%	78%	81%	91%
KOHAT	411	3%	17%	32%	38%
KOHISTAN	564	2%	16%	29%	30%
MANSEHRA	549	1%	66%	64%	80%
MARDAN	1064	9%	39%	42%	47%
MALAKAND	346	16%	49%	42%	59%
NOWSHERA	146	2%	38%	32%	36%
PESHAWAR	362	3%	29%	36%	47%
SWAT	750	7%	48%	60%	69%
SWABI	227	4%	39%	43%	61%
=====	=====	=====	=====	=====	=====
TOTAL	8763	6%	46%	52%	61%

6.2.2 Availability of males willing to teach. Table 30 shows the villages that claimed to know actual male candidates willing to teach. 89 percent of the villages reportedly knew of matric male candidates willing to teach; 84 percent knew of middle pass candidates; 48 percent knew a retired male teacher; and 58 percent knew some other male candidate. These local candidates would help considerably to expand girls' primary education.

Table 30: Available male candidates willing to teach

DISTRICT	N	Matric Male	Mid/pass Male	Retired M. Tchr	Other Male
ABBOTTABAD	1138	98%	96%	63%	61%
BANNU	859	97%	93%	49%	57%
CHITRAL	418	88%	84%	60%	39%
CHARSADDA	273	96%	89%	71%	72%
D. I. KHAN	663	78%	69%	31%	30%
DIR	577	96%	91%	66%	65%
KARAK	416	94%	76%	64%	58%
KOHAT	411	89%	85%	42%	47%
KOHISTAN	564	53%	51%	26%	17%
MANSEHRA	549	91%	91%	60%	77%
MARDAN	1064	89%	80%	21%	81%
MALAKAND	346	91%	81%	41%	65%
NOWSHERA	146	95%	82%	40%	50%
PESHAWAR	362	98%	94%	69%	64%
SWAT	750	83%	80%	35%	69%
SWABI	227	96%	96%	72%	48%
=====	=====	=====	=====	=====	=====
TOTAL	8763	89%	84%	48%	58%

6.3 Alternative strategies: Summary and implications. Table 31 matches all male and female candidates whom villagers claim are available and willing to teach (including matric and middle pass males and females, retired male teachers and other literate males and females), to villages claiming to need teachers for girls' schools.

The table shows that candidates are available to cover almost all of the reported demand for teachers for girls. This finding assumes that the candidates are indeed available and willing to teach, are suitable candidates, and that villagers would accept male teachers for girls' schools in all these villages. Though probably unlikely that all these assumptions will be met, these data suggest that there may be local or nearby alternatives to draw on when trying to staff girls' schools. The only two districts where a substantial lack of teachers exists to begin girls' education are Kohistan and DIKhan.

Table 31: Available male and female candidates willing to teach, matched to villages where teachers are needed for girls' schools

DISTRICT	N	Teachers Needed to begin		Teachers* avail/beg.		Teachers Needed to expand		Teachers+ avail/exp	
		N	%	N	%	N	%	N	%
ABBOTTABAD	1138	740	65%	730	99%	283	25%	283	100%
BANNU	859	661	77%	648	98%	82	10%	81	99%
CHITRAL	418	318	76%	297	93%	81	19%	80	99%
CHARSADDA	273	183	67%	178	97%	57	21%	57	100%
D. I. KHAN	663	398	60%	311	78%	35	5%	35	100%
DIR	577	443	77%	433	98%	108	19%	107	99%
KARAK	416	283	68%	269	95%	81	19%	81	100%
KOHAT	411	267	65%	248	93%	76	18%	76	100%
KOHISTAN	564	492	87%	281	57%	1	0%	1	100%
MANSEHRA	549	329	60%	318	97%	152	28%	152	100%
MARDAN	1064	854	80%	789	92%	114	11%	114	100%
MALAKAND	346	257	74%	235	91%	74	21%	73	99%
NOWSHERA	146	49	34%	48	98%	61	42%	58	95%
PESHAWAR	362	157	43%	154	98%	59	16%	59	100%
SWAT	750	539	72%	483	90%	156	21%	152	97%
SWABI	227	132	58%	129	98%	69	30%	68	99%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	6102	70%	5551	91%	1489	17%	1477	99%

* Villages where teachers are needed to begin girls' education and male or female candidates who are academically qualified are available

+ Villages where teachers are needed to expand girls' education and male or female candidates who are academically qualified are available

Table 32 shows the number of villages in each district which claim to be willing to accept either mixed gender schooling or male teachers for girls, or both, for classes K - 3 and for classes 4 - 5. Juxtaposed against this information is the number of villages which report actually having mixed gender primary enrollments at present.

Overall, 72 percent of the villages claim to accept at least one of the two strategies for classes K - 3, and 44 percent claim to accept at least one of them for classes 4 and 5. Figures showing current mixed primary opportunities in villages where parents accept alternatives for the first few classes are lower but still quite substantial, with 45 percent of these villages reporting some form of mixed schooling opportunity.

Table 32: Villages reportedly willing to accept either mixed gender schools or male teachers or both

DISTRICT	N	Will accept mixed sch or male tchr for girls				Existing Primary Mixed Opportunities*	
		Classes K-3		Classes 4-5			
ABBOTTABAD	1138	1021	90%	805	71%	549	54%
BANNU	859	566	66%	234	27%	239	52%
CHITRAL	418	389	93%	371	89%	164	42%
CHARSADDA	273	240	88%	100	37%	134	56%
D.I.KHAN	663	241	36%	87	13%	98	41%
DIR	577	422	73%	238	41%	157	37%
KARAK	416	395	95%	358	86%	269	68%
KOHAT	411	185	45%	84	20%	75	41%
KOHISTAN	564	130	23%	107	19%	9	7%
MANSEHRA	549	401	73%	248	45%	226	56%
MARDAN	1064	891	84%	311	29%	316	35%
MALAKAND	346	277	80%	157	45%	155	56%
NOWSHERA	146	70	48%	29	20%	21	30%
PESHAWAR	362	223	62%	98	27%	55	25%
SWAT	750	649	87%	546	73%	342	53%
SWABI	227	168	74%	72	32%	83	49%
=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	6268	72%	3845	44%	2892	45%

* Villages where parents accept mixed schooling or male teachers for girls in K-3 and mixed opportunities currently exist

7. Summary and conclusions

The Human Resource Survey presents evidence of the substantial support for girls' education that appears in the almost 9000 villages of NWFP. The extent of this support varies from district to district. A large number of villages report strong parental and community leader interest in girls' education and, in many, considerable willingness to contribute to education for both boys and girls. At present in these villages, however, primary opportunities for girls' education are limited compared to those for boys, but occur extensively in mixed classes (i.e. in "boys" schools) which some conservative parents will not accept for their daughters.

For girls' education to begin in villages where it does not now exist, the need is greatest to expand the number of facilities, either through conventional construction programs, or by identifying other alternative locations for schooling. On the teacher side the problem lies in sanctioning enough posts and in matching nearby available teachers to the classes where they are needed, for acceptable teacher candidates appear to be available in most locations at the present time. For boys, the greater need is to relieve crowded conditions, with more facilities and sanctioned posts.

Surprisingly, more opportunities exist at present for girls in mixed gender as opposed to single-sex schools. Where support for girls' education is high, parents seem more likely to have organized such alternative solutions as mixed gender classes. The widespread existence of these interim facilities suggest that there are viable and relatively low-cost alternatives to single-sex schools for girls.

A number of villages report a need for teachers for girls' education. Many of these villages could be served by teachers bussed in on a daily basis from nearby areas where there are available female teachers. Many villages also have academically qualified resident females who could teach in their own or nearby villages. Given present low enrollments and limited opportunities for girls' education at the matric level, it is unlikely that the pool of qualified rural females will increase in the near future without a rapid expansion in opportunities for girls at middle and matric levels. Many parents appear willing to allow their girls to continue to middle and matric levels if schooling opportunities are provided in the village or if school busses take them from their homes to school farther away.

Parents in many villages expressed a willingness to have their daughters attend mixed schools, and/or be taught by suitable local male teachers at the primary level. This strategy for solving the problem of female teacher supply appears to be the most viable one in the short term for many villages. This solution, however, requires careful planning to ensure the support of parents in each village where the strategy is to be applied. The Human Resource Survey shows dramatically the range of attitudes and conditions that exist in villages within the same district. Solutions need to be adapted closely to the unique conditions in each locale.

APPENDIX 1. Village characteristics

1.1 Distribution of villages. This report covers 8763 villages in the 16 districts of Northwest Frontier Province. Table A shows the number of villages in each district.

Table A: Distribution of villages

DISTRICT	N
ABBOTTABAD	1138
BANNU	859
CHITRAL	418
CHARSADDA	273
D. I. KHAN	663
DIR	577
KARAK	416
KOHAT	411
KOHISTAN	564
MANSEHRA	549
MARDAN	1064
MALAKAND	346
NOWSHERA	146
PESHAWAR	362
SWAT	750
SWABI	227
=====	=====
TOTAL	8763

1.2 Conditions in the villages. Table B summarizes the physical facilities available in or near the villages covered in this report. Villages reported the presence or absence of basic amenities (water, electricity, health facilities), transport and communications (roads, bus stands, railway stations, telephones), and the existence of mosques.

Table B: Facilities available within 2 Km. of villages

DISTRICT	N	Pukka Road	Bus Stand	Rail. Stn.	Elec.	Tel.	Hlth. Fac.	Mosq.	Drnk Watr
ABBOTTABAD	1138	41%	19%	3%	64%	18%	26%	97%	88%
BANNU	859	75%	24%	5%	85%	40%	45%	99%	89%
CHITRAL	418	20%	10%	0%	18%	25%	28%	91%	53%
CHARSADDA	273	90%	25%	3%	96%	23%	45%	100%	84%
D. I. KHAN	663	52%	27%	1%	66%	26%	27%	100%	86%
DIR	577	41%	8%	0%	51%	21%	25%	99%	68%
KARAK	416	62%	19%	1%	68%	28%	35%	98%	79%
KOHAT	411	61%	17%	7%	75%	24%	25%	98%	93%
KOHISTAN	564	7%	1%	0%	6%	3%	9%	96%	52%
MANSEHRA	549	52%	18%	0%	68%	23%	33%	100%	87%
MARDAN	1064	86%	44%	11%	96%	35%	40%	99%	94%
MALAKAND	346	71%	41%	5%	82%	34%	49%	99%	96%
NOWSHERA	146	68%	49%	16%	97%	30%	38%	99%	97%
PESHAWAR	362	97%	46%	2%	98%	64%	62%	99%	88%
SWAT	750	47%	30%	0%	55%	23%	27%	99%	93%
SWABI	227	70%	30%	1%	92%	47%	48%	100%	93%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	940%	25%	3%	68%	28%	33%	98%	84%

1.3 Language backgrounds. Table C shows the main mother tongue of the people in the villages in the sample. Of these villages, two-thirds claim that Pashto is the main language, 16 percent claim Hindko, 7 percent Kohistani, 5 percent Seraiki, and 4 percent Kohistani.

Table C: Language backgrounds

DISTRICT	N	Urdu	Pashto	Hindko	Chitr	Kohis	Sera	Goujr	Other
ABBOTTABAD	1138	0%	2%	92%	0%	0%	0%	4%	1%
BANNU	859	0%	99%	0%	0%	0%	0%	0%	0%
CHITRAL	418	0%	2%	0%	92%	0%	0%	2%	3%
CHARSADDA	273	0%	100%	0%	0%	0%	0%	0%	0%
D.I.KHAN	663	0%	31%	3%	0%	0%	65%	0%	0%
DIR	577	1%	98%	8%	0%	0%	0%	0%	0%
KARAK	416	0%	100%	1%	0%	0%	0%	0%	0%
KOHAT	411	0%	89%	64%	0%	0%	0%	0%	0%
KOHISTAN	564	0%	2%	0%	0%	97%	0%	0%	0%
MANSEHRA	549	0%	44%	0%	0%	1%	0%	8%	0%
MARDAN	1064	0%	100%	1%	0%	0%	0%	0%	0%
MALAKAND	346	0%	95%	6%	0%	0%	0%	5%	0%
NOWSHERA	146	2%	93%	0%	0%	0%	0%	0%	0%
PESHAWAR	362	1%	92%	2%	0%	0%	0%	0%	0%
SWAT	750	0%	94%	2%	0%	5%	0%	1%	0%
SWABI	227	0%	96%	0%	0%	0%	0%	1%	0%
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	8763	0%	66%	16%	4%	7%	5%	1%	0%