

HUMAN RESOURCE SURVEY: TEACHER SUPPLY AND DISTRIBUTION

BALUCHISTAN

FINAL REPORT

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**OFFICE OF ADDITIONAL DIRECTOR
PRIMARY EDUCATION**

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 Balochistan. 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 rural areas. HRS is intended to assess the current situation in villages of Balochistan and provide information to the Department of Education to plan building and staffing requirements for primary school expansion.

The present report summarizes information from 9003 villages in the 20 districts of Balochistan existing at the time of the survey. The villages were identified from a comprehensive list of villages provided by the Office 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 degree holders. Community leaders were also asked to estimate to the best of their ability, parental demand for girls' education, the resources needed for initiating or expanding primary education, the availability of qualified female teaching staff, possible alternative teaching arrangements, ways to increase future pools of teaching candidates, and the impact of current programs designed to improve the distribution of teachers.

NOTEWORTHY FINDINGS

Do villagers want education for girls in the 9003 villages of Balochistan?

A majority of parents and community leaders appear to be in favor of providing educational opportunities for girls.

- o 56 percent of these villages report that more than half of the parents want education for girls; in 34 percent of villages all parents reportedly want education for girls.
- o 61 percent of the villages report that all community leaders want education for girls.
- o 50 percent of the villages claim to provide religious education for boys and 39 percent claim to do so for girls, showing already existing interest in relevant kinds of education for both boys and girls.
- o The widespread existence of mixed gender classrooms (see below) supports the idea that there is substantial demand for girls' education in these villages.

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

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

- o 57 percent of villages report having some type of primary schooling (government primary or government mosque) for boys, compared to 20 percent for girls.
- o Villagers report the existence of more mixed gender than single-sex schools for girls. 16 percent of villages report mixed gender government schools (compared to 4 percent single-sex girls' schools). 14 percent of villages report mixed gender mosque schools (compared to less than 1 percent single-sex mosque schools for girls).

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

Villages report a need for facilities and teachers primarily to begin education for girls; few girls' schools are crowded enough as yet to need to expand existing opportunities. However, for boys, facilities and teachers are needed about equally to begin and to expand existing opportunities.

- o To begin education, facilities are reportedly needed for boys in 42 percent and for girls in 85 percent of villages.
- o To ease crowding or expand existing opportunities, facilities are reportedly needed for boys in 42 percent and for girls in 4 percent of villages.
- o To begin education, teachers are reportedly needed for boys in 43 percent and for girls in 85 percent of villages.
- o To ease crowding or expand existing opportunities, teachers are reportedly needed for boys in 36 percent and for girls in 3 percent of villages.

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

Only a small number of villages report being close enough to a potential supply of female teachers to make bussing a potentially useful strategy.

- o Only 4 percent of the villages report being within 10 kilometers of "urban" settlements where potential female teachers may be available, and 17 percent report being within 25 kilometers of such settlements.

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

Few girls are enrolled in primary school, and far fewer go on to middle or matric level. 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 79 percent of villages report having boys and 26 percent report having girls currently enrolled at primary level somewhere (in the village, in neighboring schools or elsewhere).
- o 37 percent of villages report having boys and 3 percent report having girls attending middle level somewhere.
- o 23 percent of villages report having boys and 2 percent report having girls attending secondary (matric) level somewhere.

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

There are almost no middle or matric level opportunities for girls in the villages of Balochistan. If such opportunities could be provided in the village or close by, many parents appear willing to enroll their daughters.

- o Less than 1 percent of villages report having middle school opportunities for girls compared to 6 percent for boys.
- o Almost no villages report having matric opportunities for girls, while 2 percent report having them for boys.
- o Of villages which report having female primary school certificate holders, almost 35 percent claimed to be willing to send daughters to middle level if schools were located in the village. Almost as many (28 percent) claimed to be willing to do so if school buses were available.

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.

- o 62 percent of villages report being willing to accept male teachers for girls in Kachi through Class Three, and 36 percent would reportedly do so for Classes Four and Five.
- o If male teachers are employed for girls' schools, villagers would prefer a local male (45 percent), then a Pesh Imam (42 percent), older retired male teacher (39 percent). Only a few (1 percent) report being willing to accept a male from outside the village.
- o 62 percent of villages report being willing to accept coeducation for girls in Classes K through Three and 37 percent report being willing to accept coeducation for girls in Classes Four

and Five.

- o 16 percent of villages report that coeducational primary school opportunities already exist in their village.
- o Of villages needing teachers to begin or expand education for girls, 29 percent could be served by hiring locally available qualified females or males (if males are acceptable as teachers in the girls' schools by the local community).

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INTRODUCTION

The Human Resource Survey was designed to collect information on the current status and prospects for primary education in villages of Balochistan. 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 rural areas. HRS is intended to assess the current situation in Balochistan and provide information to the Department of Education to plan building and staffing requirements for primary school expansion.

The Survey began in the early spring of 1990 with support from UNICEF, the Primary Education Development Programme and the BRIDGES Project of the Harvard Institute of International Development. Andrea Rugh from the BRIDGES Project worked with Mr. Malik Ijaz, now Additional Director of Primary Education and Ms. Tahira Qazalbash to design the Survey and train researchers for data collection. In late spring and summer of 1990, Ms. Tahira, with support from Mr. Faiz Jaffir, Assistant Director of Primary Education, conducted the first phase of the survey with the assistance of District Education Officers, supervisors and teachers. This first phase covered semi-urban villages within a short drive of settlements having over 5000 population. Later a second phase covered all other rural villages with populations over 200 inhabitants. The current report summarizes information from 9003 villages in the 20 districts then existing in Balochistan. The villages were identified from a comprehensive list of villages provided by the Office 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, parental demand for girls' education, the resources needed for initiating or expanding primary education, the availability of qualified female teaching staff, possible alternative teaching arrangements, ways to increase future pools of teaching candidates, and 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 that a variety of conditions exist in the districts of Balochistan, and that strategies to expand primary education will need to be flexible to address the existing sets of conditions.

1. Do villages want girls' education in Balochistan?

1.1 Parental interest in education for girls. Table 1 shows parental interest in education for girls in the villages of Balochistan. More than 90 percent of the villages report some parents who are interested in education for girls. 56 percent report that more than half of the parents want education for girls. Over a third claim that all parents in the village want education for girls.

Parents from villages in Ziarat, Panjgur, Jaffarabad, and Kharan districts appear to be most interested in education for girls and those in Dera-Bughti, K.Saifullah, Sibi and Kohlu are least interested. Substantial variations in parental attitudes are in evidence within each division and, in some cases, within a single district (for instance in Kohlu and Kalat).

Table 1: Village interest in education for girls (Ratio of parents wanting girls' education)

DIVISION	DISTRICT	N	None	Less than Half	Half	More than Half	All
KALAT	KALAT	729	21%	10%	12%	17%	40%
	KHARAN	370	6%	2%	22%	15%	55%
	KHUZDAR	1102	4%	18%	28%	20%	31%
	LASBELA	511	1%	9%	23%	29%	38%
NASIRABAD	J.ABAD	598	4%	4%	16%	20%	56%
	KACHI	942	26%	7%	17%	22%	28%
	TAMBOO	372	3%	15%	34%	17%	31%
QUETTA	CHAGHI	276	2%	3%	13%	36%	46%
	PISHIN	724	2%	11%	36%	29%	22%
	QUETTA	250	10%	8%	16%	29%	36%
SIBI	D-BUGHTI	265	0%	17%	39%	34%	10%
	KHOLU	206	26%	1%	49%	7%	17%
	SIBI	200	21%	35%	14%	16%	16%
	ZIARAT	115	8%	5%	0%	10%	77%
TURBAT	GAWADER	215	1%	12%	28%	40%	18%
	PANJGOOR	221	0%	2%	14%	15%	69%
	TURBAT	466	1%	1%	38%	15%	45%
ZOAB	K-SAFULA	304	14%	20%	29%	25%	13%
	LORALAI	827	11%	13%	28%	22%	26%
	ZOAB	310	10%	26%	15%	24%	25%
TOTAL		9003	9%	11%	24%	22%	34%

1.2 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 2 shows the considerable material contributions villagers claim to have made or are willing to make to boys' and girls' education.

In most instances more is reportedly contributed to boys' as compared to girls' education. This difference is particularly large in some districts (Dera-Bughti, Chaghi, Pishin and Loralai) and relatively small in others (Kalat and Khuzdar); while in Kalat district parents reportedly contribute more to girls' than to boys' education.

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

Table 2: Village past contributions to boys' and girls' education

DIVISION	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
KALAT	KALAT	52%	57%	15%	2%	2%	1%	0%	0%	22%	6%	0%	0%
	KHARAN	50%	33%	2%	0%	1%	0%	0%	0%	2%	0%	0%	0%
	KHUZDAR	37%	33%	2%	1%	0%	0%	0%	0%	1%	1%	0%	0%
	LASBELA	49%	8%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
NASIRABADJ.ABAD	J.ABAD	53%	21%	2%	0%	1%	0%	0%	0%	11%	2%	0%	0%
	KACHI	45%	4%	5%	1%	1%	1%	0%	0%	8%	1%	0%	0%
	TAMBOO	61%	16%	1%	1%	2%	2%	0%	0%	25%	7%	0%	0%
QUETTA	CHAGHI	69%	0%	2%	0%	0%	1%	0%	0%	7%	1%	0%	0%
	PISHIN	80%	6%	12%	1%	8%	2%	0%	0%	15%	2%	0%	0%
	QUETTA	52%	20%	12%	8%	10%	9%	0%	0%	3%	1%	0%	0%
SIBI	D-BUGHTI	63%	3%	26%	3%	14%	1%	0%	0%	37%	1%	0%	0%
	KHOLU	77%	26%	38%	5%	1%	1%	0%	0%	3%	2%	0%	0%
	SIBI	66%	28%	15%	9%	7%	6%	0%	0%	8%	7%	1%	1%
	ZIARAT	79%	57%	24%	24%	8%	25%	0%	1%	13%	23%	0%	0%
TURBAT	GAWADER	58%	33%	7%	2%	4%	1%	1%	0%	29%	12%	0%	0%
	PANJGOOR	71%	33%	1%	4%	3%	14%	2%	0%	42%	14%	0%	0%
	TURBAT	56%	8%	5%	1%	1%	0%	1%	0%	33%	4%	0%	0%
ZOAB	K-SAFULA	77%	21%	56%	10%	32%	12%	1%	0%	65%	18%	1%	0%
	LORALAI	67%	4%	40%	3%	16%	3%	0%	0%	27%	2%	0%	0%
	ZOAB	72%	16%	41%	7%	14%	5%	0%	0%	38%	5%	2%	0%
TOTAL		57%	12%	13%	2%	5%	2%	0%	0%	17%	4%	0%	0%

1.3 Community leader acceptance of education for girls. In many villages, community leaders strongly influence whether girls go to school or not. Their attitudes can make a difference in whether school facilities are provided and whether girls enroll in school.

As Table 3 shows, community leaders (Maliks, Sardars, Imams) in the villages display widespread interest in education for girls. More than 90 percent of the villages claim to have at least some leaders interested in education for girls, and more than 60 percent report that all community leaders

support education for girls. Community leader support is highest in Quetta, Ziarat and Chaghi districts. Kohlu, Kachi and Sibi still have a substantial proportion of community leaders who oppose education for girls.

Table 3: Village leader interest in education for girls

DIVISION	DISTRICT	N	None		All		Some	
			N	%	N	%	N	%
KALAT	KALAT	729	153	21%	438	60%	138	19%
	KHARAN	370	25	7%	222	60%	123	33%
	KHUZDAR	1102	42	4%	767	70%	293	27%
NASIRABAD	LASBELA	511	7	1%	396	77%	108	21%
	J.ABAD	598	22	4%	451	75%	125	21%
	KACHI	942	246	26%	510	54%	186	20%
QUETTA	TAMBOO	372	14	4%	271	73%	86	23%
	CHAGHI	276	8	3%	227	82%	41	15%
	PISHIN	724	17	2%	365	50%	341	47%
SIBI	QUETTA	250	28	11%	212	85%	9	4%
	D-BUGHTI	265	4	2%	129	49%	132	50%
	KHOLU	206	55	27%	70	34%	81	39%
TURBAT	SIBI	200	47	24%	91	46%	62	31%
	ZIARAT	115	10	9%	97	84%	8	7%
	GAWADER	215	8	4%	112	52%	95	44%
ZOAB	PANJGOOR	221	4	2%	175	79%	42	19%
	TURBAT	466	6	1%	248	53%	212	45%
ZOAB	K-SAFULA	304	42	14%	157	52%	105	35%
	LORALAI	827	87	11%	365	44%	375	45%
	ZOAB	310	36	12%	175	56%	99	32%
TOTAL		9003	861	10%	5478	61%	2661	30%

1.4 Support for girls' education: Summary and implications. Table 4 shows the number of villages in each district that are substantially in favor of education for girls and are reportedly willing to contribute materially to girls' education (by providing free land, rooms or teacher residences).

Almost half the villages report substantial community interest in girls' education, but only 12% percent of these villages report that land, rooms or teachers' residences have been contributed for girls' education.

Table 4. Villages substantially in favor of girls' education which contribute materially to girls' education

DIVISION	DISTRICT	N	Substantial Comm. support*	Support and Will Contribute+

KALAT	KALAT	729	383	53%	65	17%
	KHARAN	370	217	59%	0	0%
	KHUZDAR	1102	484	44%	40	8%
NASIRABAD	LASBELA	511	324	63%	17	5%
	J.ABAD	598	419	70%	12	2%
	KACHI	942	407	43%	54	13%
QUETTA	TAMBOO	372	165	44%	41	25%
	CHAGHI	276	205	74%	22	11%
	PISHIN	724	315	44%	23	7%
SIBI	QUETTA	250	161	64%	38	24%
	D-BUGHTI	265	94	35%	6	6%
	KHOLU	206	45	22%	21	47%
TURBAT	SIBI	200	54	27%	24	44%
	ZIARAT	115	96	83%	61	64%
	GAWADER	215	93	43%	13	14%
ZOAB	PANJGOOR	221	167	76%	35	21%
	TURBAT	455	234	50%	15	6%
	K-SAFULA	304	98	32%	17	17%
TOTAL	LORALAI	827	289	35%	11	4%
	ZOAB	310	123	40%	11	9%
=====		9003	4373	49%	526	12%

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

+ Villages where support is high and residents are willing to provide land, buildings or teacher residences for girls' education

2. To what extent are primary school opportunities available in the semi-urban villages of Balochistan?

2.1 Religious education. Table 5 shows the wide availability of religious education for boys and girls in Balochistan. About 50 percent of villages report having religious education for boys and almost 40 percent have these opportunities for girls.

Most districts report far more mixed classes than single sex classes of religious education for girls. This appears true even in some districts that report relatively conservative attitudes towards girls' education (particularly Pishin, K-Safula and Zoab and also Sibi and Kohlu). It appears that under certain conditions mixed gender classes are acceptable even in conservative communities.

Districts where attitudes are positive and villages are willing to contribute materially to girls' education (such as Ziarat and Jaffarabad) may contain villages where girls' enrollment can be increased with relatively little investment.

Table 5: Villages with opportunities for religious education

DIVISION	DISTRICT	N	Boys		Girls		Mixed	
			N	%	N	%	N	%
KALAT	KALAT	729	200	27%	45	6%	409	56%
	KHARAN	370	8	2%	1	0%	96	26%
	KHUZDAR	1102	172	16%	6	1%	274	25%
NASIRABAD	LASBELA	511	11	2%	8	2%	58	11%
	J.ABAD	598	62	10%	2	0%	150	25%
	KACHI	942	204	22%	55	6%	77	8%
QUETTA	TAMBOO	372	16	4%	9	2%	79	21%
	CHAGHI	276	23	8%	3	1%	91	33%
	PISHIN	724	60	8%	14	2%	691	85%
SIBI	QUETTA	250	84	34%	18	7%	82	33%
	D-BUGHTI	265	11	4%	2	1%	3	1%
	KHOLU	206	22	11%	4	2%	42	20%
TURBAT	SIBI	200	58	29%	2	1%	47	24%
	ZIARAT	115	7	6%	7	6%	100	87%
	GAWADER	215	41	19%	17	8%	52	24%
ZOAB	PANJGOOR	221	63	29%	17	8%	50	23%
	TURBAT	466	35	8%	13	3%	53	11%
	K-SAFULA	304	9	3%	4	1%	256	84%
TOTAL	LORALAI	827	92	11%	1	0%	493	60%
	ZOAB	310	46	15%	2	1%	174	56%
TOTAL		9003	1224	14%	230	3%	3205	36%

2.2 Government primary schools. Table 6 shows the availability of government primary school opportunities for children. The table shows the wide discrepancy between the opportunities reportedly available for boys (40 percent) and those for girls (14 percent). It appears that less than half as many villages have opportunities for government primary schooling as for religious education for girls. Further, as with religious schools, more villages report mixed gender government educational opportunities than single-sex opportunities for girls.

There appears to be little correlation between the location of Government primary schools for girls and the regions where there is substantial local (parental or community leader) support for girls' education (see Table 1 above). However, in two (Ziarat and Kharan) of the districts showing the highest ratio of villages where all parents are reported to want girls' education, there are more villages where girls are attending schools with boys.

Table 6: Villages with opportunities for government primary education

DIVISION	DISTRICT	N	Boys		Girls		Mixed	
			N	%	N	%	N	%

KALAT	KALAT	729	191	26%	19	3%	16	2%
	KHARAN	370	37	10%	4	1%	84	23%
	KHUZDAR	1102	178	16%	9	1%	120	11%
NASIRABAD	LASBELA	511	160	31%	20	4%	22	4%
	J.ABAD	598	132	22%	16	3%	92	15%
	KACHI	942	321	34%	29	3%	12	1%
QUETTA	TAMBOO	372	78	21%	4	1%	37	10%
	CHAGHI	276	85	31%	11	4%	54	20%
	PISHIN	724	282	39%	35	5%	72	10%
SIBI	QUETTA	250	103	41%	55	22%	22	9%
	D-BUGHTI	265	156	59%	9	3%	2	1%
	KHOLU	206	120	58%	13	6%	32	16%
TURBAT	SIBI	200	93	47%	19	10%	13	7%
	ZIARAT	115	15	13%	9	8%	42	37%
	GAWADER	215	39	18%	1	0%	35	16%
ZOAB	PANJGOOR	221	91	41%	19	9%	19	9%
	TURBAT	466	164	35%	14	3%	35	8%
	K-SAFULA	304	82	27%	7	2%	62	20%
TOTAL	LORALAI	827	226	27%	27	3%	104	13%
	ZOAB	310	104	34%	2	1%	31	10%
=====		=====	=====	=====	=====	=====	=====	=====
TOTAL		9003	2657	30%	322	4%	906	10%

2.3 Other primary opportunities. There are two other types of primary school open for children: private schools and mosque schools (where the government provides a teacher for general subjects). Only a few private schools were reported for the twenty districts, of which about half were mixed gender schools, and the other half were boys' schools; only a handful were girls' schools.

Table 7 shows the number of mosque schools reportedly providing a general primary education in the villages. Again a wide discrepancy exists between the opportunities available for boys (21 percent) and girls (7 percent). Limited as they are, more opportunities are available for girls in mixed mosque schools than in single-sex mosque schools for girls.

Table 7: Villages having opportunities for primary education in mosque schools (with teacher provided by the government)

DIVISION	DISTRICT	N	Boys		Girls		Mixed	
			N	%	N	%	N	%
KALAT	KALAT	729	148	20%	0	0%	17	2%
	KHARAN	370	25	7%	0	0%	51	14%

	KHUZDAR		1102		57	5%	0	0%	92	8%
	LASBELA		511		65	13%	0	0%	11	2%
NASIRABAD	J.ABAD		598		70	12%	0	0%	41	7%
	KACHI		942		105	11%	2	0%	5	1%
	TAMBOO		372		75	20%	0	0%	33	9%
QUETTA	CHAGHI		276		30	11%	0	0%	27	10%
	PISHIN		724		189	26%	0	0%	40	6%
	QUETTA		250		48	19%	1	0%	20	8%
SIBI	D-BUGHTI		265		14	5%	1	0%	0	0%
	KHOLU		206		13	6%	0	0%	8	4%
	SIBI		200		58	29%	1	1%	6	3%
	ZIARAT		115		7	6%	0	0%	31	27%
TURBAT	GAWADER		215		30	14%	2	1%	32	15%
	PANJGOOR		221		67	30%	3	1%	32	14%
	TURBAT		466		54	12%	2	0%	15	3%
ZOAB	K-SAFULA		304		40	13%	1	0%	43	14%
	LORALAI		827		137	17%	1	0%	88	11%
	ZOAB		310		43	14%	0	0%	22	7%
=====			=====		=====		=====		=====	
TOTAL			9003		1275	14%	14	0%	614	7%

2.4 Opportunities for primary school: Summary and implications. Table 8 shows that more than half the villages (57 percent) report some kind of primary opportunity for boys: mosque school, government school, private, single sex or mixed schools. Only 20 percent have similar opportunities for girls.

Districts which report willingness to contribute to girls' education tend to report more numerous opportunities for girls, particularly for the more ad hoc means of accommodating girls (such as mosque schools and mixed classrooms, as opposed to government primary schools and single-sex schools).

Table 8: Villages having opportunities for any type of primary education

DIVISION	DISTRICT	N	Boys		Girls	
			N	%	N	%
KALAT	KALAT	729	365	50%	52	7%
	KHARAN	370	195	53%	138	37%
	KHUZDAR	1102	404	37%	213	19%
	LASBELA	511	253	50%	54	11%
NASIRABAD	J.ABAD	598	324	54%	148	25%
	KACHI	942	431	46%	47	5%
	TAMBOO	372	207	56%	73	20%
QUETTA	CHAGHI	276	194	70%	91	33%

	PISHIN	724	563	78%	145	20%
	QUETTA	250	174	70%	100	40%
SIBI	D-BUGHTI	265	168	63%	12	5%
	KHOLU	206	159	77%	51	25%
	SIBI	200	150	75%	36	18%
	ZIARAT	115	89	77%	76	66%
TURBAT	GAWADER	215	106	49%	57	27%
	PANJGOOR	221	154	70%	57	26%
	TURBAT	455	252	54%	63	14%
ZOAB	K-SAFULA	304	210	69%	106	35%
	LORALAI	827	540	65%	212	26%
	ZOAB	310	188	61%	51	16%
=====		=====	=====	=====	=====	=====
TOTAL		9003	5126	57%	1782	20%

Table 9 summarizes the reported availability of single-sex schools for girls compared to mixed gender schools in these villages. The table combines all categories of available primary schooling: private, mosque and government primary schools. As the table shows, mixed gender educational opportunities out-number single-sex opportunities for girls in all but Kachi, Quetta, D.Bugti, and Sibi districts.

Table 9. Villages having mixed as compared to single-sex schools for girls

DIVISION	DISTRICT	N	Girls' Prm Opportunities			
			Single-sex		Mixed	
KALAT	KALAT	729	19	3%	33	5%
	KHARAN	370	4	1%	135	36%
	KHUZDAR	1102	9	1%	205	19%
	LASBELA	511	20	4%	34	7%
NASIRABAD	J.ABAD	598	16	3%	132	22%
	KACHI	942	31	3%	18	2%

	TAMBOO	372	4	1%	69	19%
QUETTA	CHAGHI	276	11	4%	81	29%
	PISHIN	724	35	5%	112	15%
	QUETTA	250	57	23%	45	18%
SIBI	D-BUGHTI	265	10	4%	2	1%
	KHOLU	206	13	6%	38	18%
	SIBI	200	20	10%	18	9%
	ZIARAT	115	9	8%	69	60%
TURBAT	GAWADER	215	3	1%	56	26%
	PANJGOOR	221	21	10%	41	19%
	TURBAT	455	16	3%	48	10%
ZOAB	K-SAFULA	304	8	3%	98	32%
	LORALAI	827	28	3%	186	22%
	ZOAB	310	2	1%	49	16%
=====		=====	=====	=====	=====	=====
TOTAL		9003	336	4%	1469	16%

Finally, Table 10 juxtaposes data on villages where support for girls' education is reportedly high (see Table 4 above) with data on existing primary school (government or mosque) opportunities for girls. Overall, 49 percent of villages report substantial community support for girls' education and 20 percent of all villages have some type of primary opportunities available for girls. 24% percent of the villages where there is high support for girls education have opportunities available for girls. It appears, therefore, that even when there is community support for girls education there is not any greater likelihood that educational opportunities will exist for girls.

Table 10. Opportunities for girls in villages where support for girls' education is high: demand versus availability

DIVISION	DISTRICT	N	Substantial community support*	Prm level available for girls	Prm level available where support is high+			
KALAT	KALAT	792	383	53%	52	7%	27	7%
	KHARAN	370	217	59%	138	37%	82	38%
	KHUZDAR	1102	484	44%	213	19%	139	29%
	LASBELA	511	324	63%	54	11%	41	13%
NASIRABAD	J.ABAD	598	419	70%	148	25%	70	17%
	KACHI	942	407	43%	47	5%	32	8%
	TAMBOO	372	165	44%	73	20%	41	25%
QUETTA	CHAGHI	276	205	74%	91	33%	81	40%

	PISHIN	724	315	44%	145	20%	112	36%
	QUETTA	250	161	64%	100	40%	77	48%
SIBI	D-BUGHTI	265	94	35%	12	5%	7	7%
	KHOLU	206	45	22%	51	25%	24	53%
	SIBI	200	54	27%	36	18%	16	30%
	ZIARAT	115	96	83%	76	66%	68	71%
TURBAT	GAWADER	215	93	43%	57	27%	16	17%
	PANJGOOR	221	167	76%	57	26%	26	16%
	TURBAT	466	234	50%	63	14%	36	15%
ZOAB	K-SAFULA	304	98	32%	106	35%	53	54%
	LORALAI	827	289	35%	212	26%	67	23%
	ZOAB	310	123	40%	51	16%	19	15%
=====		=====	=====	=====	=====	=====	=====	=====
TOTAL		9003	4373	49%	1782	20%	1034	24%

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

+ Villages where support is high and government schooling is available for girls in single-sex, mixed or mosque schools

Gender differences are apparent. For boys, the same percent of villages (42 percent) report the need for more facilities to house children in overcrowded schools as to start education. By contrast, girls need facilities mainly to start education (85 percent of villages), and few need them because schools are crowded (4 percent). Only 1 percent say they have sufficient facilities for girls compared to 14 percent for boys and 10 percent do not need facilities because they do not want education for girls while only 1 percent claim the same situation for boys.

The widespread existence of mosque schools and mixed gender schools suggests that parents may prefer to expand primary schooling to providing single-sex schools for girls, such as using mosques as interim school sites and converting existing single-sex schools to coeducational facilities.

3.1 Facilities needed. Table 11 shows the need for facilities for boys' and girls' education as reported by the villages of the sample.

Table 11: Villages needing physical facilities for education

DIVISION	DISTRICT	Ed. not Wanted		Needed to Start		Needed (Crowded)		Suffic-ient	
		M	F	M	F	M	F	M	F
KALAT	KALAT	1%	25%	49%	70%	39%	4%	12%	1%
	KHARAN	1%	6%	46%	92%	46%	1%	7%	1%
	KHUZDAR	1%	4%	64%	94%	35%	1%	1%	0%
	LASBELA	1%	2%	49%	95%	43%	4%	7%	0%
NASIRABAD	J.ABAD	1%	4%	45%	92%	34%	4%	20%	1%
	KACHI	1%	26%	53%	71%	32%	2%	14%	1%

QUETTA	TAMBOO	3%	6%	44%	92%	37%	2%	16%	0%
	CHAGHI	0%	3%	29%	92%	40%	3%	30%	2%
	PISHIN	0%	2%	22%	93%	47%	4%	31%	1%
SIBI	QUETTA	1%	11%	32%	66%	58%	19%	8%	4%
	D-BUGHTI	1%	1%	40%	97%	51%	2%	14%	0%
	KHOLU	7%	29%	20%	65%	60%	4%	13%	2%
	SIBI	7%	25%	28%	66%	26%	7%	40%	3%
TURBAT	ZIARAT	6%	10%	23%	43%	69%	45%	3%	1%
	GAWADER	0%	9%	50%	87%	25%	3%	17%	0%
	PANJGOOR	3%	2%	31%	78%	65%	20%	1%	0%
ZOAB	TURBAT	2%	3%	41%	93%	52%	5%	4%	0%
	K-SAFULA	3%	15%	29%	80%	44%	4%	24%	0%
	LORALAI	1%	11%	33%	85%	48%	3%	18%	1%
	ZOAB	0%	13%	38%	86%	38%	2%	23%	0%
=====		=====	=====	=====	=====	=====	=====	=====	=====
TOTAL		1%	10%	42%	85%	42%	4%	14%	1%

3.1.1 Facilities needed where community support for girls' education is high. Table 12 shows the number of villages reporting substantial demand for girls' education which need facilities to begin girls' education. Almost half the villages report substantial support for girls' education. Of these villages about half report that they need facilities to begin education for girls.

There is considerable variation in the need for facilities. Almost all the high support villages in Kachi, Tamboo, Chaghi, Kohlu, Gawadar, Panjgur and Zhob need buildings to start education for girls while less than a quarter need them in Khuzdar, K. Saifullah and Loralai. Said another way, high support for girls' education is not a guarantor that facilities will be available for girls' education.

Table 12. Villages needing facilities to start education for girls where community support for girls' education is high

DIVISION	DISTRICT	N	High support Villages		High support for ed. and fac. needed to start ed.	
KALAT	KALAT	729	383	53%	94	25%
	KHARAN	370	217	59%	52	24%
	KHUZDAR	1102	484	44%	47	10%
	LASBELA	511	324	63%	101	31%
NASIRABAD	J.ABAD	598	419	70%	115	27%
	KACHI	942	407	43%	387	95%
	TAMBOO	372	165	44%	158	96%
QUETTA	CHAGHI	276	205	74%	192	94%
	PISHIN	724	315	44%	137	43%
	QUETTA	250	161	64%	94	58%
SIBI	D-BUGHTI	265	94	35%	51	54%
	KHOLU	206	45	22%	40	89%
	SIBI	200	54	27%	44	81%

TURBAT	ZIARAT	115	96	83%	45	47%
	GAWADER	215	93	43%	85	91%
	PANJGOOR	221	167	76%	149	89%
ZOAB	TURBAT	466	234	50%	64	27%
	K-SAFULA	304	98	32%	19	19%
	LORALAI	827	289	35%	58	20%
	ZOAB	310	123	40%	110	89%
TOTAL		9003	4373	49%	2042	47%

3.2 Facilities available. Section 1.2 above summarized villages' reported willingness to provide various physical resources for the development of primary education. From Table 2 it appeared that villages were most willing to provide land for purposes of their children's education, and somewhat less willing to provide actual physical facilities (rooms or teacher residences).

Table 13 below looks at the number of villages wanting to begin or expand education which claim to have land or rooms currently available for education. About half these villages claim to have land currently available for boys' and girls' schools while only 5 percent report rooms currently available for girls' and 4 percent for boys' education. This small percentage of villages with rooms available may be ideal candidates for immediate expansion of schooling opportunities, while those with land available should be the first considered for school construction.

Table 13: Villages where facilities are needed and resources are available now to begin/expand education

DIVISION	DISTRICT	Want to Begin/Exp.		--Villages need and avail.--							
		M	F	Rooms		Land					
				M	F	M	F				
KALAT	KALAT	635	540	22	3%	21	4%	92	15%	106	20%
	KHARAN	340	344	0	0%	2	1%	91	27%	84	24%
	KHUZDAR	1084	1053	0	0%	0	0%	79	7%	92	9%
NASIRABAD	LASBELA	471	501	2	0%	1	0%	158	34%	165	33%
	J.ABAD	474	570	3	1%	11	2%	124	26%	150	26%
	KACHI	804	692	5	1%	4	1%	754	94%	648	94%
QUETTA	TAMBOO	301	349	5	2%	7	2%	297	96%	335	96%
	CHAGHI	191	264	9	5%	8	3%	186	97%	259	98%
SIBI	PISHIN	501	701	21	4%	19	3%	250	50%	248	35%
	QUETTA	226	212	5	2%	8	4%	112	50%	99	47%
	D-BUGHTI	241	262	51	21%	67	26%	71	29%	90	34%
	KHOLU	165	142	0	0%	3	2%	164	99%	137	96%
TURBAT	SIBI	107	145	6	6%	3	6%	91	85%	112	77%
	ZIARAT	105	102	11	10%	25	25%	102	97%	96	94%
	GAWADER	161	194	17	11%	14	7%	139	86%	177	91%

	PANJGOOR	212	217	2	1%	3	1%	202	95%	206	95%
	TURBAT	436	454	3	1%	6	1%	142	33%	139	31%
ZOAB	K-SAFULA	221	256	4	2%	6	2%	78	35%	95	37%
	LORALAI	674	731	38	6%	60	8%	245	36%	261	36%
	ZOAB	235	271	90	38%	118	44%	226	96%	254	94%
=====		=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL		7584	8000	294	4%	386	5%	3603	48%	3753	47%

3.3 Availability of facilities: Summary and implications. Table 14 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 land or rooms currently available for girls' education. Of the 89 percent of villages reportedly needing facilities to start girls' education, about half currently have 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.

Only Kalat, Kharan and Khuzdar report very few villages where physical facilities are needed and land or rooms are not available.

Table 14. Villages needing physical facilities for girls' education and claiming to have land or rooms available.

DIVISION	DISTRICT	Want to Begin/Exp Ed	Phys Fac. needed & Land or Rooms avail.
KALAT	KALAT	540	112 21%
	KHARAN	344	84 24%
	KHUZDAR	1053	167 16%
	LASBELA	501	483 96%
NASIRABAD	J.ABAD	570	548 96%
	KACHI	692	669 97%
	TAMBOO	349	343 98%
QUETTA	CHAGHI	264	255 97%
	PISHIN	701	675 96%
	QUETTA	212	165 78%
SIBI	D-BUGHTI	262	256 98%
	KHOLU	142	134 94%
	SIBI	145	131 90%
	ZIARAT	102	50 49%
TURBAT	GAWADER	194	187 96%
	PANJGOOR	217	173 80%
	TURBAT	454	433 95%
ZOAB	K-SAFULA	256	243 95%

LORALAI	731	707	97%
ZOAB	271	266	98%
=====	=====	=====	=====
TOTAL	8000	3870	48%

4. To what extent are additional teachers required to expand primary 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 for girls' education in the villages of the sample. Gender differences follow roughly the same pattern as for facilities. 36 percent of villages report the need for more teachers for boys because of crowded classes and 43 percent to start education; about 20 percent of the villages report sufficient teachers for boys. Girls, again, need teachers mainly to start education (85 percent), and few need them because classes are crowded (3 percent); only 1 percent have sufficient staff and 10 percent do not need staff because they do not want education for girls.

Table 15: Villages needing teachers for boys' and girls' education

DIVISION	DISTRICT	Ed. not Wanted		Needed to Start		Needed to Expand		Suffic-ient	
		M	F	M	F	M	F	M	F
KALAT	KALAT	1%	24%	49%	72%	21%	2%	29%	1%
	KHARAN	0%	6%	47%	92%	33%	1%	20%	0%
	KHUZDAR	0%	5%	65%	94%	32%	1%	3%	0%
	LASBELA	0%	1%	50%	95%	42%	4%	8%	0%
NASIRABAD	J.ABAD	0%	4%	45%	93%	34%	2%	21%	0%
	KACHI	0%	26%	54%	71%	24%	2%	22%	1%
	TAMBOO	2%	6%	46%	92%	34%	1%	18%	0%
QUETTA	CHAGHI	0%	2%	30%	93%	35%	4%	35%	1%
	PISHIN	0%	3%	23%	92%	44%	4%	32%	2%
	QUETTA	0%	12%	32%	65%	56%	20%	11%	3%
SIBI	D-BUGHTI	0%	0%	39%	97%	32%	2%	29%	1%
	KHOLU	3%	28%	22%	66%	56%	5%	19%	1%
	SIBI	2%	27%	30%	67%	28%	5%	42%	2%
	ZIARAT	0%	10%	25%	80%	48%	8%	27%	3%
TURBAT	GAWADER	4%	7%	52%	92%	31%	1%	13%	0%
	PANJGOOR	1%	1%	32%	79%	64%	19%	3%	0%
	TURBAT	0%	2%	43%	95%	50%	3%	6%	0%
ZOAB	K-SAFULA	1%	18%	32%	76%	33%	6%	35%	0%

LORALAI	0%	11%	34%	85%	38%	3%	28%	1%
ZOAB	0%	12%	39%	87%	32%	1%	29%	0%
=====	=====	=====	=====	=====	=====	=====	=====	=====
TOTAL	0%	10%	43%	85%	36%	3%	20%	1%

4.2 Teachers available. As Table 16 shows, 29 percent of the villages wanting to begin or expand education claim there is an acceptable teacher available to teach boys, but only 12 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 pattern in the Department of Education. We know, however, from other information that male teachers might be more widely available to teach girls (see Section 6 below).

Table 16: Villages needing teachers and having candidates available at the present time

DIVISION	DISTRICT	Teachers wanted to begin/expand educa.				Teachers available nearby where needed			
		M	%	F	%	M	%	F	%
KALAT	KALAT	508	70%	543	74%	61	12%	9	2%
	KHARAN	296	80%	346	94%	58	20%	42	12%
	KHUZDAR	1073	97%	1048	95%	536	50%	291	28%
	LASBELA	470	92%	504	99%	53	11%	27	5%
NASIRABAD	J.ABAD	473	79%	571	95%	197	42%	177	31%
	KACHI	733	78%	689	73%	102	14%	29	4%
	TAMBOO	299	80%	349	94%	40	13%	21	6%
QUETTA	CHAGHI	179	65%	268	97%	62	35%	14	5%
	PISHIN	490	68%	691	95%	134	27%	44	6%
	QUETTA	221	88%	212	85%	74	33%	25	12%
SIBI	D-BUGHTI	188	71%	262	99%	76	40%	14	5%
	KHOLU	161	78%	145	70%	7	4%	4	3%
	SIBI	114	57%	143	72%	41	36%	13	9%
	ZIARAT	84	73%	101	88%	39	46%	25	25%
TURBAT	GAWADER	178	83%	199	93%	26	15%	16	8%
	PANJGOOR	212	96%	218	99%	73	65%	60	28%
	TURBAT	434	93%	456	98%	144	33%	37	8%

ZOAB	K-SAFULA	196	64%	248	82%	50	26%	20	8%
	LORALAI	596	72%	727	88%	191	32%	42	6%
	ZOAB	220	71%	272	88%	71	32%	17	6%
=====									
TOTAL		7125	79%	7992	89%	2035	29%	927	12%

4.2.1 Female teachers within bussing distance. Communication and transport are difficult in Balochistan. It is particularly difficult to find female teachers who will reside in stranger villages. As Table 17 shows 37 percent of the villages report being within 50 kilometers of a potential female teacher. However, it is probably only reasonable to expect a female teacher to commute from within a radius of 10 kilometers. If this is the case then only 5 percent of villages report having a female teacher available.

Table 17: Villages having potential female teachers available within specified distances

DIVISION	DISTRICT	N	In Vill.	1-10 Km.	11-24 Km.	25-50 Km.	> 50 Km.
KALAT	KALAT	729	5%	2%	9%	13%	71%
	KHARAN	370	0%	0%	0%	0%	99%
	KHUZDAR	1102	0%	0%	2%	8%	90%
NASIRABAD	LASBELA	511	1%	6%	20%	30%	44%
	J.ABAD	598	3%	13%	25%	49%	11%
	KACHI	942	1%	2%	8%	22%	67%
QUETTA	TAMBOO	372	5%	1%	2%	27%	64%
	CHAGHI	276	2%	3%	13%	20%	62%
	PISHIN	724	1%	6%	14%	30%	49%
SIBI	QUETTA	250	1%	8%	37%	24%	22%
	D-BUGHTI	265	1%	0%	1%	6%	91%
	KHOLU	206	0%	1%	8%	21%	69%
TURBAT	SIBI	200	3%	7%	20%	38%	31%
	ZIARAT	115	0%	1%	2%	3%	94%
	GAWADER	215	4%	3%	4%	13%	77%
ZOAB	PANJGOOR	221	1%	7%	8%	19%	65%
	TURBAT	466	0%	0%	2%	10%	87%
	K-SAFULA	304	0%	3%	19%	12%	65%
	LORALAI	827	0%	8%	23%	21%	48%

ZOAB	310	0%	1%	20%	31%	47%
TOTAL	9003	1%	4%	12%	20%	63%

4.2.2 Females with academic qualifications. Many villages in Balochistan have few or no women with the appropriate qualifications (matric graduates) to become teachers.

Table 18 shows the number of villages reporting female degree holders. The respondents were asked to count the number of certificate holders at each level, using only the highest certificate for each individual. Only 1 percent of villages report having primary degree holders; 1 percent report having middle pass holders; and 1 percent report having 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.

Table 18: Villages with female certificate holders

DIVISION	DISTRICT	Total Villages	Primary		Middle		Matric	
			N	%	N	%	N	%
KALAT	KALAT	729	2	0%	6	1%	3	0%
	KHARAN	370	4	1%	3	1%	0	0%
	KHUZDAR	1102	7	1%	4	0%	1	0%
	LASBELA	511	12	2%	3	1%	3	1%
NASIRABAD	J.ABAD	598	21	4%	14	2%	11	2%
	KACHI	942	0	0%	3	0%	3	0%
	TAMBOO	372	5	1%	3	1%	1	0%
QUETTA	CHAGHI	276	9	3%	2	1%	0	0%
	PISHIN	724	8	1%	6	1%	5	1%
	QUETTA	250	2	1%	3	1%	1	0%
SIBI	D-BUGHTI	265	0	0%	0	0%	0	0%
	KHOLU	206	1	0%	1	0%	0	0%
	SIBI	200	3	2%	1	1%	0	0%
	ZIARAT	115	5	4%	1	1%	3	3%
TURBAT	GAWADER	215	4	2%	0	0%	1	0%
	PANJGOOR	221	0	0%	1	0%	2	1%
	TURBAT	466	6	1%	5	1%	3	1%
ZOAB	K-SAFULA	304	1	0%	5	2%	0	0%
	LORALAI	827	15	2%	9	1%	11	1%
	ZOAB	310	0	0%	0	0%	0	0%
TOTAL		9003	105	1%	70	1%	48	1%

4.3 Availability of teachers: Summary and implications. Table 19 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 or to reduce class size.

If the potential teacher resources were possible to use, only about 4 percent of the villages asking for teachers to begin girls' education could be provided with a nearby academically qualified female teacher, and 15 percent of those needing teachers to expand education. It is clear that other interim solutions will be necessary if education opportunities are to be provided to girls.

Table 19: Villages with a need for teachers for girls' education where female teacher candidates are available*

DIVISION	DISTRICT	Vill.need to start			Vill. need to expand		
		Tot.	Tchr avail.	%	Tot.	Tchr avail.	%
KALAT	KALAT	528	44	8%	15	4	27%
	KHARAN	342	0	0%	4	0	0%
	KHUZDAR	1039	0	0%	9	0	0%
NASIRABAD	LASBELA	483	27	6%	21	6	29%
	J.ABAD	557	83	15%	14	5	36%
	KACHI	667	17	3%	22	5	23%
QUETTA	TAMBOO	344	15	4%	5	2	40%
	CHAGHI	256	8	3%	12	3	25%
	PISHIN	665	46	7%	26	4	15%
SIBI	QUETTA	163	22	13%	49	12	24%
	D-BUGHTI	257	3	1%	5	1	20%
	KHOLU	135	0	0%	10	0	0%
TURBAT	SIBI	133	10	8%	10	4	40%
	ZIARAT	92	0	0%	9	1	11%
	GAWADER	197	7	4%	2	0	0%
ZOAB	PANJGOOR	175	12	7%	43	6	14%
	TURBAT	443	2	0%	13	0	0%
TOTAL	K-SAFULA	231	4	2%	17	4	24%
	LORALAI	705	59	8%	22	2	9%
	ZOAB	269	4	1%	3	0	0%
TOTAL		7681	363	5%	311	59	15%

*Teachers reported to be available within 10 kilometers or females in the village with matric degree

Finally, Table 20 summarizes the magnitude of the inputs reportedly needed by villages in order to begin education for girls.

As the Table shows, the majority of villages need both buildings and teachers to start girls' education. Only 4 percent of villages claim they have access to a teacher within 10 kilometers but do not have rooms available. Only 6 villages report already having rooms available but needing a teacher in order to begin girls' education.

Table 20. Villages needing teachers, buildings or both to begin education for girls

DIVISION	DISTRICT	N	Need tchr, have bldg		Need bldg, have tchr*		Need tchr and bldg	
KALAT	KALAT	729	1	0%	44	6%	504	69%
	KHARAN	370	1	0%	0	0%	340	92%
	KHUZDAR	1102	0	0%	0	0%	1032	94%
NASIRABAD	LASBELA	511	0	0%	27	5%	482	94%
	J.ABAD	598	2	0%	83	14%	545	91%
	KACHI	942	1	0%	17	2%	666	71%
QUETTA	TAMBOO	372	0	0%	17	5%	338	91%
	CHAGHI	276	0	0%	8	3%	254	92%
	PISHIN	724	0	0%	49	7%	664	92%
SIBI	QUETTA	250	0	0%	22	9%	163	65%
	D-BUGHTI	265	0	0%	3	1%	256	97%
	KHOLU	206	0	0%	0	0%	131	64%
TURBAT	SIBI	200	1	1%	9	5%	123	62%
	ZIARAT	115	0	0%	0	0%	50	43%
	GAWADER	215	0	0%	6	3%	182	85%
ZOAB	PANJGOOR	221	0	0%	12	5%	169	76%
	TURBAT	466	0	0%	1	0%	432	93%
	K-SAFULA	304	0	0%	5	2%	225	74%
LORALAI	LORALAI	827	0	0%	57	7%	702	85%
	ZOAB	310	0	0%	3	1%	261	84%
TOTAL		9003	6	0%	363	4%	7519	84%

* Potential teacher 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 21 shows the number of villages reporting boys and girls currently enrolled somewhere, whether in the village or outside. The table shows that almost 80 percent of the villages report boys and 26 percent report girls attending primary schooling somewhere; 37 percent report boys and 3 percent report girls attending middle school somewhere; and 23 percent report boys and 2 percent report girls attending secondary (matric) level somewhere. These reports are slightly inconsistent with the reports of certificate holders (see Table 18) but not enough to escape the conclusion that there is a very small pool of qualified female candidates who can be tapped for primary school teaching. If the demand for female primary teachers is to be met in the future, it will require substantial increases in the numbers of girls completing middle and matric level schooling.

Table 21: Villages having current enrollments at various levels

DIVISION	DISTRICT	N	Primary		Middle		Second.	
			M	F	M	F	M	F
KALAT	KALAT	729	67%	9%	31%	2%	19%	1%
	KHARAN	370	76%	41%	31%	2%	18%	0%
	KHUZDAR	1102	62%	24%	25%	0%	14%	0%
NASIRABAD	LASBELA	511	83%	28%	33%	2%	21%	2%
	J.ABAD	598	96%	34%	58%	4%	37%	2%
	KACHI	942	66%	7%	25%	1%	15%	1%
QUETTA	TAMBOO	372	93%	26%	45%	3%	28%	1%
	CHAGHI	276	86%	45%	36%	4%	23%	3%
	PISHIN	724	96%	24%	54%	4%	34%	2%
SIBI	QUETTA	250	94%	65%	74%	21%	61%	13%
	D-BUGHTI	265	88%	10%	42%	1%	22%	0%
	KHOLU	206	90%	13%	27%	0%	10%	0%
TURBAT	SIBI	200	83%	23%	36%	5%	26%	3%
	ZIARAT	115	97%	79%	59%	8%	57%	7%
	GAWADER	215	61%	32%	21%	1%	13%	0%
ZOAB	PANJGOOR	221	80%	40%	52%	30%	42%	19%
	TURBAT	466	78%	36%	46%	3%	35%	1%
	K-SAFULA	304	77%	37%	21%	2%	8%	1%
ZOAB	LORALAI	827	90%	25%	39%	2%	25%	1%
	ZOAB	310	65%	15%	9%	1%	5%	1%
TOTAL		9003	79%	26%	37%	3%	23%	2%

5.2 Opportunities for matric (class 9-10) and middle (class 6-8) level education. Table 22

shows the number of villages reporting matric level opportunities for children within their home village. Very few of these exist for boys (2 percent) or girls (0 percent). Since candidates for teaching should have completed matric, this table demonstrates how few opportunities there are in rural areas to obtain this degree.

Teaching candidates should have completed the matric degree (class 10), but in some cases this requirement is relaxed to middle pass (class 8) when no other candidates are available. Table 22 shows the number of villages reporting middle school opportunities for children within the villages. Very few of these exist for boys (6 percent), and even fewer for girls (0 percent). At these schooling levels, few mixed classes exist although at the middle pass level, they provide some of the few opportunities that exist for girls.

Table 22: Opportunities for matric and middle level education

DIVISION	DISTRICT	Total Villages	-- Matric level --			-- Middle level --		
			Boys	Girls	Mixed	Boys	Girls	Mixed
KALAT	KALAT	729	2%	0%	0%	6%	0%	0%
	KHARAN	370	1%	0%	0%	5%	0%	1%
	KHUZDAR	1102	1%	0%	0%	3%	0%	1%
	LASBELA	511	1%	0%	0%	5%	1%	0%
NASIRABAD	J.ABAD	598	2%	0%	0%	4%	1%	1%
	KACHI	942	1%	0%	0%	5%	0%	0%
	TAMBOO	372	2%	0%	0%	4%	1%	1%
QUETTA	CHAGHI	276	2%	0%	0%	10%	0%	0%
	PISHIN	724	2%	0%	0%	6%	2%	0%
	QUETTA	250	3%	0%	0%	7%	0%	1%
SIBI	D-BUGHTI	265	3%	0%	0%	8%	0%	0%
	KHOLU	206	1%	0%	0%	7%	2%	0%
	SIBI	200	3%	1%	0%	9%	0%	0%
	ZIARAT	115	2%	0%	0%	9%	0%	2%
TURBAT	GAWADER	215	1%	0%	0%	4%	3%	1%
	PANJGOOR	221	5%	1%	0%	14%	0%	0%
	TURBAT	466	2%	0%	0%	7%	0%	0%
ZOAB	K-SAFULA	304	1%	0%	0%	7%	0%	0%
	LORALAI	827	1%	0%	0%	5%	0%	0%
	ZOAB	310	1%	0%	0%	5%	0%	0%
=====		=====	=====	=====	=====	=====	=====	=====
TOTAL		9003	2%	0%	0%	6%	0%	0%

5.3 Increasing girls' enrollments at higher levels. Table 23 shows the number of villages finding certain conditions attractive enough to allow their daughters to continue on to middle level schooling. The first column shows the number of villages where there are girls now enrolled at the primary level, for whom the question of middle school might be relevant.

Table 23 shows that, from the villages that answered this question about middle school, the most popular option for girls to continue on to middle school was if that school were located within the village, followed by the option of providing a school bus. Another possible option would be to provide a mobile teacher. This table shows that a number of villages are willing to send girls to middle school if the appropriate conditions are present.

Table 23: Villages* where girls would attend middle levels if certain conditions were present

DIVISION	DISTRICT	Tot. vill prm.	School in village	School within 5 Km	Public Trans. to Sch	School Bus to School	Mobile Tchr	Corres Course
KALAT	KALAT	69	26	2	4	26	7	4
	KHARAN	28	8	0	1	8	7	4
	KHUZDAR	65	25	3	3	13	20	1
	LASBELA	74	32	4	6	22	9	1
NASIRABAD	J.ABAD	184	75	2	2	59	29	17
	KACHI	57	17	6	4	12	13	5
	TAMBOO	20	14	0	0	0	5	1
QUETTA	CHAGHI	23	9	1	0	8	4	1
	PISHIN	190	67	6	4	62	33	18
	QUETTA	201	54	8	11	51	36	21
SIBI	D-BUGHTI	16	6	1	1	4	2	2
	KHOLU	11	4	0	0	3	2	1
	SIBI	36	15	2	5	13	6	4
	ZIARAT	4	1	1	0	1	1	0
TURBAT	GAWADER	66	17	2	6	21	15	5
	PANJGOOR	259	88	1	2	91	68	9
	TURBAT	128	41	11	4	43	27	2
ZOAB	K-SAFULA	28	9	0	0	10	8	1
	LORALAI	124	42	6	14	35	18	9
	ZOAB	18	6	1	1	6	4	0
TOTAL		1589	556	57	68	488	314	106

*Many did not answer this question either because they did not want middle education for girls or they had no primary school girls eligible for middle school.

6. Are there alternative strategies which would help to expand the availability of primary

school opportunities for girls?

6.1 Acceptability of coeducation. Many villages are too small to provide separate sex schools, or they have difficulty finding female teachers. Already, as shown above, over a third of the villages claim to provide religious education for boys and girls in mixed gender institutions, and 10 percent report mixed classes in government schools. Table 24 shows the number of villages which claim to accept the idea of mixed schooling if it were not possible to provide separate schools for girls.

Table 24 shows that 62 percent of the villages reportedly accept the idea of coeducation in classes Kachi through 3; and almost 40 percent accept the idea for classes 4 and 5. By contrast, only 1 percent of villages reportedly accept the idea of coeducation at middle or matric levels.

Table 24: Villages accepting mixed gender schooling for girls

DIVISION	DISTRICT	Total Vill.	Kind.-3		4 - 5		Mid-Matric	
			N	%	N	%	N	%
KALAT	KALAT	729	105	14%	38	5%	2	0%
	KHARAN	370	298	81%	280	76%	3	1%
	KHUZDAR	1102	984	89%	590	54%	12	1%
	LASBELA	511	397	78%	252	49%	4	1%
NASIRABAD	J.ABAD	598	338	57%	232	39%	3	1%
	KACHI	942	316	34%	106	11%	1	0%
	TAMBOO	372	257	69%	143	38%	3	1%
QUETTA	CHAGHI	276	223	81%	188	68%	2	1%
	PISHIN	724	185	26%	94	13%	5	1%
	QUETTA	250	151	60%	88	35%	2	1%
SIBI	D-BUGHTI	265	225	85%	13	5%	2	1%
	KHOLU	206	131	64%	37	18%	0	0%
	SIBI	200	75	38%	26	13%	0	0%
TURBAT	ZIARAT	115	103	90%	91	79%	1	1%
	GAWADER	215	207	96%	157	73%	12	6%
	PANJGOOR	221	196	89%	138	62%	1	0%
ZOAB	TURBAT	466	350	75%	267	57%	7	2%
	K-SAFULA	304	245	81%	218	72%	1	0%
	LORALAI	827	576	70%	336	41%	21	3%
	ZOAB	310	241	78%	82	26%	1	0%
TOTAL		9003	5603	62%	3376	37%	83	1%

6.2 Acceptability of male teachers for teaching girls. Table 25 shows the number of villages which claim to accept the idea of males teaching girls if no female teachers are available. The table shows that male teachers are more acceptable for kindergarden through class 3 (62 percent) than for classes four and five (36 percent). About the same ratios of villages accept mixed schools as

accept male teachers .

Table 25: Villages accepting male teachers for girls

DIVISION	DISTRICT	Total Vill.	Villages accepting male teachers			
			K - 3		4 - 5	
KALAT	KALAT	729	104	14%	38	5%
	KHARAN	370	307	83%	279	75%
	KHUZDAR	1102	1003	91%	607	55%
	LASBELA	511	413	81%	247	48%
NASIRABAD	J.ABAD	598	366	61%	244	41%
	KACHI	942	353	37%	91	10%
	TAMBOO	372	246	66%	127	34%
QUETTA	CHAGHI	276	241	87%	182	66%
	PISHIN	724	185	26%	80	11%
	QUETTA	250	130	52%	74	30%
SIBI	D-BUGHTI	265	248	94%	45	17%
	KHOLU	206	137	67%	35	17%
	SIBI	200	75	38%	27	14%
	ZIARAT	115	104	90%	92	80%
TURBAT	GAWADER	215	192	89%	133	62%
	PANJGOOR	221	207	94%	132	60%
	TURBAT	455	219	47%	178	38%
ZOAB	K-SAFULA	304	241	79%	214	70%
	LORALAI	827	595	72%	327	40%
	ZOAB	310	240	77%	109	35%
TOTAL		9003	5606	62%	3261	36%

6.2.1 Types of acceptable male teacher. Table 26 shows the kinds of male teachers that are reported to be acceptable to villagers to teach in girls' schools. The table shows that villagers prefer a local male (45 percent), followed by a Pesh Imam (42 percent) or an older retired male teacher (39 percent). Least acceptable is a male from outside the village (7 percent).

Table 26: Kinds of male teachers villages accept for girls

DIVISION	DISTRICT	N	Outsidr Male	Local Male	Retired Male	Pesh Imam
KALAT	KALAT	729	0%	10%	9%	14%
	KHARAN	370	2%	82%	67%	78%
	KHUZDAR	1102	10%	79%	49%	56%
NASIRABAD	LASBELA	511	21%	74%	44%	60%
	J.ABAD	598	25%	51%	54%	9%
	KACHI	942	1%	12%	7%	36%
QUETTA	TAMBOO	372	2%	28%	52%	38%
	CHAGHI	276	12%	69%	61%	79%
	PISHIN	724	1%	16%	16%	16%
SIBI	QUETTA	250	3%	22%	22%	28%
	D-BUGHTI	265	2%	72%	68%	57%
	KHOLU	206	0%	58%	24%	58%
TURBAT	SIBI	200	3%	18%	33%	41%
	ZIARAT	115	3%	77%	74%	68%
	GAWADER	215	17%	51%	76%	59%
ZOAB	PANJGOOR	221	13%	81%	50%	39%
	TURBAT	455	1%	37%	36%	24%
	K-SAFULA	304	5%	22%	63%	73%
ZOAB	LORALAI	827	9%	48%	45%	53%
	ZOAB	310	3%	53%	50%	48%
TOTAL		9003	7%	45%	39%	42%

6.2.2 Availability of males willing to teach. Table 27 shows the villages that claimed to know male candidates willing to teach in primary schools. 42 percent of the villages reportedly knew of matric male candidates; 40 percent knew of middle pass candidates; 12 percent knew a retired male teacher; and 6 percent knew some other male candidate. These candidates would help considerably to expand girls' primary education in villages which accept the idea of a male teacher for girls.

Table 27: Villages with available male candidates willing to teach

DIVISION	DISTRICT	N	Matric Male	Mid.pass Male	Ret.M. Teachr	Other Male
KALAT	KALAT	729	25%	23%	12%	7%
	KHARAN	370	11%	12%	0%	0%
	KHUZDAR	1102	48%	35%	13%	2%
	LASBELA	511	22%	25%	5%	1%
NASIRABAD	J.ABAD	598	47%	30%	9%	1%
	KACHI	942	33%	34%	6%	6%
	TAMBOO	372	19%	19%	13%	7%
QUETTA	CHAGHI	276	34%	38%	8%	4%
	PISHIN	724	62%	70%	9%	7%
	QUETTA	250	73%	72%	20%	17%
SIBI	D-BUGHTI	265	76%	72%	4%	0%
	KHOLU	206	27%	18%	2%	0%
	SIBI	200	69%	62%	31%	18%
	ZIARAT	115	50%	57%	7%	4%
TURBAT	GAWADER	215	43%	43%	24%	14%
	PANJGOOR	221	54%	68%	46%	20%
	TURBAT	455	46%	47%	21%	12%
ZOAB	K-SAFULA	304	50%	48%	13%	12%
	LORALAI	827	40%	40%	10%	6%
	ZOAB	310	38%	38%	13%	1%
TOTAL		9003	42%	40%	12%	6%

6.3 Alternative strategies: Summary and implications. Table 28 matches all male and female candidates who villagers claim are available and willing to teach (from Tables 18 and 27, including matric and middle pass males and females, retired male teachers and other literate males and females) to villages claiming to need teachers to begin education for girls.

The table shows that candidates are available to cover about a third of the reported demand for

teachers and in some districts a great deal more. This finding assumes that the candidates are indeed available and willing to teach, are suitably qualified, 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 a large number of girls' schools.

Table 28: Available male and female candidates willing to teach matched to villages where teachers are needed to begin girls' ed.

DIVISION	DISTRICT	N	Teachers needed to start girls' ed.			
			Needed		Needed and Avail.	
			N	%	N	%
KALAT	KALAT	729	528	72%	131	25%
	KHARAN	370	342	92%	17	5%
	KHUZDAR	1102	1039	94%	82	8%
	LASBELA	511	483	95%	99	20%
NASIRABAD	J.ABAD	598	557	93%	109	20%
	KACHI	942	667	71%	308	46%
	TAMBOO	372	344	92%	92	27%
QUETTA	CHAGHI	276	256	93%	101	39%
	PISHIN	724	665	92%	205	31%
	QUETTA	250	163	65%	118	72%
SIBI	D-BUGHTI	265	257	97%	82	32%
	KHOLU	206	135	66%	48	36%
	SIBI	200	133	67%	110	83%
	ZIARAT	115	92	80%	55	60%
TURBAT	GAWADER	215	197	79%	92	47%
	PANJGOOR	221	175	95%	118	67%
	TURBAT	466	443	76%	131	30%
ZOAB	K-SAFULA	304	231	85%	62	27%
	LORALAI	827	705	87%	119	17%
	ZOAB	310	269	85%	117	43%
TOTAL		9003	7681	36%	2196	29%

7. What has been the impact of existing programs to bring more female teachers to rural areas?

A few programs have been tried on a limited basis to encourage more female teachers to work in rural areas. Villages in the sample reported programs for bussing female teachers (2 percent), for providing teacher residences attached to schools (1 percent). A few report allowances for difficult areas, cluster hostels and take-home rations for teachers.

Villages assessed the impact of all the programs as helpful but differed in the extent to which they felt the programs solved the problem completely. The most positive response was to programs where teachers were bussed to school. A high portion of villages which reported having established this program claimed that it had solved the problem of finding female teachers completely or almost completely.

Table 29. Villages having programs to encourage female teachers*

DIVISION	DISTRICT	N	Bus Tchr	Tchr Res	Clust Hostel	Money Incent.	Tchr Rations
KALAT	KALAT	729	13	5	0	0	0
	KHARAN	370	0	0	0	0	0
	KHUZDAR	1102	1	1	0	0	0
	LASBELA	511	2	0	0	0	0
NASIRABAD	J.ABAD	598	1	2	0	1	1
	KACHI	942	8	2	1	0	0
	TAMBOO	372	3	0	1	10	0
QUETTA	CHAGHI	276	8	3	0	0	0
	PISHIN	724	12	8	1	1	3
	QUETTA	250	27	2	0	0	0
SIBI	D-BUGHTI	265	0	0	3	1	0
	KHOLU	206	9	9	1	0	0
	SIBI	200	9	0	0	0	1
	ZIARAT	115	0	2	0	0	0
TURBAT	GAWADER	215	0	1	0	0	1
	PANJGOOR	221	21	0	0	0	1
	TURBAT	455	4	1	0	0	1
ZOAB	K-SAFULA	304	2	4	0	0	3
	LORALAI	827	16	11	0	0	2
	ZOAB	310	1	4	0	0	4
TOTAL		9003	132 (2%)	55 (1%)	7 (0%)	13 (0%)	17 (0%)

8. Summary and conclusions

The Human Resource Survey presents evidence of the substantial support for girls' education in the 9003 villages surveyed in Balochistan. The extent of this support varies from district to district but in only a few is there a great deal of resistance to girls' education. A large number of villages report willingness to contribute to the costs of starting and expanding education for boys and girls. At present in these villages, primary opportunities for girls are severely limited compared to those available for boys. According to villagers' reports, on the female side, need is greatest for facilities and teachers to begin education for girls, while there is little need to expand existing schools since few girls schools are crowded enough to require expansion. Many villages also do not have educational opportunities for boys, and those that do frequently complain of crowded conditions. Villagers are about as likely to report the need for more facilities and staff to ease crowded

conditions as they are to request schools and staff to begin education for boys.

Surprisingly, more opportunities for education exist at present for girls in mixed gender as opposed to single-sex schools. In villages where support for girls' education is high, parents often have organized such interim solutions as mosque schools or mixed gender classes. The widespread existence of these interim solutions suggests that there are viable and relatively low-cost alternatives to single-sex schools for girls.

A substantial number of villages report a need for teachers for girls' education. A few of these villages could be served by bussing teachers on a daily basis from nearby urban areas where there are available female teachers. Most villages do not have appropriately qualified females either resident or within bussing distance. 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 if education is to be provided for girls in many villages. This solution, however, requires careful planning to ensure the support of parents in each village where the strategy is applied. The Human Resource Survey shows dramatically the range of attitudes and conditions that exist in the villages of a single district or division. Solutions need to be adapted closely to the unique conditions in each locale.

Given present low enrollments and limited opportunities for girls' education at all levels, it is unlikely that the problem of finding female teachers will be solved in the near future unless there is a rapid expansion in opportunities for girls from primary through matric. Many parents express a willingness to allow their girls to continue to middle and matric levels if schooling opportunities are provided in their own villages or if school busses take them from their homes to school. Resolving this problem of expanding the numbers of qualified female teaching candidates requires that considerable resources be expended in upgrading primary to middle schools where Class Five enrollments warrant this effort.

In Balochistan, it must be concluded that the main constraint on primary enrollments for both boys and girls is the lack of sanctioned teaching posts. Parents in many villages are willing to use interim facilities and can find candidates--male if not always female--that they find acceptable for teaching positions. Waiting until facilities are built to sanction teaching posts, delays or prevents the education of many thousands of children. Planners need to consider how they might deliver educational opportunities more quickly without waiting until costly school buildings are built.

APPENDIX 1. Village characteristics

1.1 Distribution of villages. This report covers 9003 villages in the 20 districts that existed in Balochistan at the time of the survey. The villages surveyed were all those with more than 200 and fewer than 5000 inhabitants. Table A shows the distribution of villages by division and district.

Table A: Distribution of villages in the 20 districts

DIVISION	DISTRICT	N	DIVISION	DISTRICT	N
KALAT	KALAT	729	SIBI	D-BUGHTI	265
	KHARAN	370		KHOLU	206
	KHUZDAR	1102		SIBI	200
	LASBELA	511		ZIARAT	115
	TOTAL	2712		TOTAL	786
NASIRABAD	J.ABAD	598	TURBAT	GAWADER	215
	KACHI	942		PANJGOOR	221
	TAMBOO	372		TURBAT	466
	TOTAL	1912		TOTAL	902
QUETTA	CHAGHI	276	ZOAB	K-SAFULA	304
	PISHIN	724		LORALAI	827
	QUETTA	250		ZOAB	310
	TOTAL	1250		TOTAL	1441
			=====		=====
			TOTAL		9003

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. These conditions may affect the desirability of areas to which teachers are assigned.

Table B: Facilities available within 2 Km. of villages

DIVISION	DISTRICT	N	Pukka Road	Bus Stop	Rlwy Stn	Elec	Tel	Hlth Fac.	Mosq	Drnk Watr
KALAT	KALAT	729	26%	48%	2%	43%	9%	16%	99%	86%
	KHARAN	370	1%	20%	1%	5%	7%	14%	78%	97%
	KHUZDAR	1102	7%	28%	0%	11%	4%	11%	88%	90%
	LASBELA	511	29%	34%	0%	13%	6%	16%	60%	86%
NASIRABAD	J.ABAD	598	32%	74%	1%	69%	18%	25%	87%	38%
	KACHI	942	8%	12%	4%	20%	9%	13%	96%	33%
	TAMBOO	372	5%	73%	3%	66%	18%	21%	97%	51%
QUETTA	CHAGHI	276	33%	17%	14%	15%	26%	25%	96%	93%
	PISHIN	724	22%	50%	6%	51%	19%	21%	98%	94%
	QUETTA	250	75%	76%	21%	92%	51%	40%	98%	88%
SIBI	D-BUGHTI	265	12%	25%	0%	11%	9%	17%	44%	54%
	KHOLU	206	0%	0%	0%	10%	2%	25%	97%	88%
	SIBI	200	16%	28%	7%	41%	20%	30%	98%	56%
	ZIARAT	115	46%	17%	0%	56%	54%	43%	97%	100%
TURBAT	GAWADER	215	5%	12%	0%	2%	6%	16%	47%	60%
	PANJGOOR	221	19%	9%	0%	19%	22%	29%	77%	93%
	TURBAT	466	0%	5%	0%	0%	5%	12%	75%	60%
ZOAB	K-SAFULA	304	22%	19%	5%	32%	6%	16%	99%	98%
	LORALAI	827	25%	43%	0%	17%	9%	15%	96%	71%
	ZOAB	310	19%	32%	1%	16%	8%	14%	99%	89%
TOTAL		9003	18%	35%	3%	28%	12%	18%	88%	74%

1.3 Language backgrounds. Table C shows the main mother tongue for the villages in the sample. Of these villages, only a few claim Urdu as a main mother tongue, 24 percent claim Pashto, 36 percent claim Baluchi, 23 percent Brauhvi, 7 percent Sindi, and 4 percent Seraiki.

Table C: Language backgrounds

DIVISION	DISTRICT	N	Urdu	Pashto	Baluchi	Brauhvi	Sindi	Seraiki
KALAT	KALAT	729	3 0%	6 1%	56 8%	653 90%	0 0%	1 0%
	KHARAN	370	1 0%	1 0%	257 69%	111 30%	0 0%	0 0%
	KHUZDAR	1102	0 0%	0 0%	296 27%	775 70%	31 3%	0 0%
	LASBELA	511	2 0%	0 0%	102 20%	46 9%	208 41%	0 0%
NASIRABAD	J.ABAD	598	2 0%	2 0%	342 57%	75 13%	104 17%	73 12%
	KACHI	942	1 0%	4 0%	436 46%	92 10%	169 18%	235 25%
	TAMBOO	372	0 0%	2 1%	155 42%	72 19%	97 26%	45 12%
QUETTA	CHAGHI	276	2 1%	3 1%	151 55%	120 43%	0 0%	0 0%
	PISHIN	724	9 1%	708 98%	7 1%	0 0%	0 0%	0 0%
	QUETTA	250	3 1%	153 61%	2 1%	89 36%	0 0%	0 0%
SIBI	D-BUGHTI	265	1 0%	1 0%	262 99%	0 0%	1 0%	0 0%
	KHOLU	206	1 0%	14 7%	177 86%	0 0%	1 0%	0 0%
	SIBI	200	1 1%	99 50%	45 23%	8 4%	37 19%	10 5%
	ZIARAT	115	0 0%	115 100%	0 0%	0 0%	0 0%	0 0%
TURBAT	GAWADER	215	0 0%	0 0%	215 100%	0 0%	0 0%	0 0%
	PANJGOOR	221	1 0%	1 0%	219 99%	0 0%	0 0%	0 0%
	TURBAT	466	1 0%	0 0%	465 100%	0 0%	0 0%	0 0%
ZOAB	K-SAFULA	304	1 0%	303 100%	0 0%	0 0%	0 0%	0 0%
	LORALAI	827	10 1%	412 50%	59 7%	7 1%	1 0%	13 2%
	ZOAB	310	0 0%	309 100%	0 0%	1 0%	0 0%	0 0%
=====			0%	24%	36%	23%	7%	4%
TOTAL		9003	39	2133	3246	2049	649	377