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Pakistan

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Basic Facts

Population: 176.7 million (World Bank)
Life Expectancy: 65.2 years (World Bank)
Official Languages: Urdu, English
Provincial Languages: Punjabi, Sindhi, Pashto, Balochi
Major Religion: Islam
Most Populated US Cities: New York City, Houston, Chicago, Los Angeles

Migration to RI >>>

Number of Foreign Born from Pakistan (2000)
- No data
- 50 to 499
- 500 to 999
- 1,000 to 4,999
- 5,000 to 9,999
- 10,000 to 17,314

Migrationinformation.org
Obstacles

• **Floods** in 2010 and 2011 required extensive repair of school infrastructure

• “**Ghost Schools**”
  • Schools with poor teacher attendance or unsafe facilities that were shut down
  • Still are collecting government subsidies without any students (estimated 5% of schools)

• Reputation of Madrassas (estimates of 20,000 across country) as encouraging jihad

• Money taken away from education to fund military expenses

• Ongoing political turmoil: many immigrants to U.S. are displaced Pakistani refugees

Source: Connecting the Dots
Language Policy

- Urdu and English are considered “official languages”, although only 7% of the population identifies as Urdu speakers.
- During the British colonial era, Urdu was the language of the masses and English was the language of the elite class.
- The teaching of English in schools depends largely on the availability of qualified teachers.
- Provincial languages are permitted to be used during breaks/assemblies in schools (IBE).

Source: (Coleman, 2010)
Literacy/Education

- **Literacy Rate (Overall):** 46%
- **Literacy Rate (Females):** 26%
- In northern rural regions, female literacy rate is 3-8%
- **Literacy Rates (Adults) in 2011:** 54% (via WorldBank)
- 17.6% of Pakistani children work to support their families, especially females as domestic servants
- 1/3 of children age 6-16 in Balochistan and Sindh are out of school
- 14% average absenteeism rate nationwide
- There is **considerable economic pressure** for children to be pulled out of school to work to support family, especially females who often become domestic servants

Source: UNESCO

The Nation (Inayatullah)
Source: UNESCO
## Educational Opportunities

<table>
<thead>
<tr>
<th>Private Elite English Medium Schools</th>
<th>Private Non-Elite “English Medium” Schools</th>
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<tbody>
<tr>
<td>• Very few in existence</td>
<td>• Educates 1/3 of primary children</td>
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<tr>
<td>• Reserved for the very wealthy/powerful</td>
<td>• Modest fees to attend</td>
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<table>
<thead>
<tr>
<th>Government Urdu Medium Schools</th>
<th>Dini Mararis (madrassas)</th>
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</thead>
<tbody>
<tr>
<td>• Rural &amp; Urban settings</td>
<td>• Religiously-oriented</td>
</tr>
<tr>
<td>• No cost to attend</td>
<td>• Free to attend with board/food provided</td>
</tr>
<tr>
<td>• Large teacher absenteeism rate</td>
<td>• Controversial because of Islamic orientation</td>
</tr>
</tbody>
</table>

Source: (Coleman, 2010)
Structure of Schooling

- Preschool: Age 3-5 (formal/informal)
- Primary: Grades 1-5; admitted age 5+
- Middle: Grades 6-8
- Secondary: Grades 9-10
- Higher Secondary: Grades 11-12 (considered part of college education)

Source: IBE World Data
Structure of School Week

Primary School
- 5 days/week: 4 hours, 40 minutes
- 1 day/week: 2 hours, 40 minutes

Secondary School
- 5 days/week: 5 hours, 40 minutes
- 1 day/week: 3 hours, 20 minutes

Source: IBE (International Bureau of Education) World Data
Gendered Education

- Many families feel unsafe sending daughters to school
- Gendered language in textbooks
- Gender biases in mathematics

Source: (Qureshi & Rarieya, 2007)
Positive Feelings Towards English Instruction

- English is marketed as a language of “upward mobility” for rural Pakistanis
- English is a barrier to entry for most white-collar jobs

Source: (Coleman, 2010)
Negative Feelings Towards English Instruction

- There is growing resentment about the push away from provincial languages, specifically Punjabi (16)
- The Urdu/English policy contributes to a “cultural anomie” (14)
- English is considered an “exam language” without much practical relevance (16)
  - There is little access to “white collar jobs” in Pakistan for rural citizens

Source: (Coleman, 2010)
Negative Attitudes

Pakistan has been ranked the third least-religiously tolerant country in the world (Pew)

Attitudes towards religious minorities (i.e. Christians & Hindus)

• Textbooks show negativity towards Britain/India/Hinduism
• Majority of students studied viewed non-Muslims as “enemies of Muslims”
• Though teachers encourage cultural tolerance and awareness, students are confused about practices of non-Muslims
• In madrassas, religious intolerance is more severe because of lack of access to non-Muslims

(Hussain, Ahman & Arif 2011)
Pakistani Values

• In 2009, only 2.69% of the national GDP was allocated to education.
  - The allocation of these funds is skewed towards higher education, so the benefits are only accessed by the wealthy who pursue higher education.

• Textbooks are religiously-focused, even in non-madrassas schools.

• Pakistani females are generally raised more strictly than males.

• Sharing social issues in a group setting is thought to be disrespectful.

• Parents sometimes reluctant to send daughters to mixed-gender schools because of cultural restrictions.

Source: Harry, The British Council
Sources


Map of Pakistan (n.d.) Available at http://www.nttfc.org/maps/PakMap.jpg

Sources (images)

In order of slide:

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The M.Ed. in TESL Program at Rhode Island College is Nationally Recognized by TESOL and NCATE