

# Challenges and Opportunities in Mainstreaming Madrasa Education in Pakistan

## OUTLINE:

### 1. Introduction

↳ Thesis Statement: While numerous challenges exist in mainstreaming madrasa education in Pakistan, capitalization of opportunities and careful navigation of challenges can help realize the goal of mainstreaming madrasa education.

### 2. Overview of Madrasa Education in Pakistan

### 3. Challenges in Mainstreaming Madrasa Education in Pakistan

3.1. Resistance from Madrasa Administrations in mainstreaming

3.2. Lack of Uniform Curriculum makes it hard to assimilate Madrasa Education

General guideline.  
Maintain the tone of the topic  
Answer the asked part  
Pay attention to the tense of the topic and the given keywords  
Follow the outline exactly as it is  
Provide substantial research-backed evidence.  
Use formal language always  
No use of 1st and 2nd person pronouns.  
Maintain unity of idea in a single paragraph.

3.3. <sup>Be more specific</sup> Administrative and Infrastructural Constraints hinder Madrasa mainstreaming

Very limited scope of Challenges discussed.

3.4. Government's Financial Limitations act as stumbling block in mainstreaming Madrasa

3.5. Limited Availability of Qualified Teachers hinders mainstreaming of Madrasa Education  
<sup>How is that a hurdle in mainstreaming??</sup>

3.6. Different Medium of Instruction makes it difficult to mainstream Madrasa Education

Overlaps with 3.2

#### 4. Opportunities in Mainstreaming Madrasa Education in Pakistan

4.1. Social cohesion and National Integration will strengthen by mainstreaming Madrasa

4.2. Madrasa Infrastructure can be leveraged in promoting modern education

4.3. Vocational and Technical skills can be imparted in rural areas

4.4. De-radicalization Programs can be organized mainstreaming Madrasa Education

These are benefits not opportunities. Opportunities are preexisting conditions that are favourable to mainstreaming of madrasas not what will happen after the mainstreaming.

4.5. Madrasa Students can get better job opportunities by mainstreaming Madaris

4.6. Pakistan's Global Image would enhance by mainstreaming Madrasa Education.

### 5. Navigating the Challenges in Mainstreaming Madrasa Education

5.1. Fostering dialogue between Madrasa Administration and Government Bodies

5.2. Making balanced curriculum including STEM and Islamic Education

5.3. Providing financial and technical support to Madrasa Education.

These are not the challenges being faced.

### 6. Conclusion

Unrelated to the context of the topic

In the 19<sup>th</sup> century, Sir Syed Ahmed Khan emerged as an adamant education reformer. He advocated the acquisition of modern education along with the religious education to excel under the British Raj. Muhammadan Anglo-Oriental College - established by Sir Syed - imparted modern and religious education simultaneously which gave rise to future Muslim leadership that played crucial role in Pakistan's independence. It shows the importance of acquiring modern education along with the religious education. Today, Pakistan is grappled with the issue of mainstreaming religious seminaries. There exist certain challenges in mainstreaming Madrasa education in Pakistan. Madrasa administrations are resisting mainstreaming due to apprehensions about their

Too much detail, make it concise and limit it to 2-3 sentences. Plus link it to how it is relevant to the current context.

No link between this and the previous arguments.

autonomy. In addition to this, multiple other administrative, infrastructural and financial issues exist which act as stumbling blocks in the way of mainstreaming madrasa education in Pakistan. However, there exist opportunities too that present promising prospects of mainstreaming madrasa education. These include a strengthened national integration, better utilized madrasa infrastructure and promotion of vocational training. Moreover, it would enhance de-radicalization endeavours, and integrate madrasa students in job markets, which would improve Pakistan's global image. To navigate and capitalize on these opportunities, Pakistan should foster dialogue with Madrasa administrations, make balanced curriculum and provide technical and financial support to Madrasa Education. In

Don't gloss over challenges, properly mention them in intro.

These are neither prospects nor opportunities.

short, while numerous challenges exist in mainstreaming madrasa education, capitalization of opportunities and careful navigation of challenges would help Pakistan in mainstreaming madrasa education.

Religious education is an integral part of Islamic culture. At the time of Prophet Muhammad (peace be upon him), there was a designated place of 'Suffah' for the Muslims to acquire religious knowledge. When Islam came to the sub-continent, the locals established seminaries to impart Islamic education. With time the number of these seminaries increased. However, the education in these seminaries strictly remained limited to 'religious' domain. The tradition continued and even today the majority of the seminaries in Pakistan impart

Your heading states Pakistan specific overview of religious education.

Not overview of madrasa education in Pakistan

religious education. The problem is that this education methodology is inconsistent with the modern-day realities. Pakistan is making efforts to mainstream these seminaries so that students of madaris also acquire modern education, however, it has not <sup>been</sup> successful so far due to certain challenges.

The paragraph does not align with the heading in the outline.

The foremost challenge is the resistance from Madrasa administration in getting mainstreamed. The seminaries resist mainstreaming madrasa education since they believe it would compromise their autonomy and independence. The heads of seminaries have apprehensions that mainstreaming madaris education would devoid seminaries of their religious essence. For instance, during a boards meeting on 17 December

2024, scholars like Mufta Taqi Usmani and Mufti Muneeb ur Rehman reiterated that they would not let the government compromise the autonomy of seminaries. This reflects the challenge of resistance from Madaris administration in mainstreaming madrasa education.

Highlight your evidence.

Relate to how is that becoming a hurdle in mainstreaming.

Moreover, lack of uniform curriculum in madaris education hinders the mainstreaming of madaris education. There exist different boards of every sect and each one has a unique curriculum. It makes it hard for the government to mainstream madrasa education under one roof. For example, the seminaries' education board 'Wifaq ul Madaris' and 'Tanzeem ul Madaris' have different curriculum and different way of examination.

Example in the first few paragraphs should be properly referenced.

This only highlights they are different not, not how that is a hurdle in the mainstreaming process.



Hence, lack of uniform curriculum in madrasa education is a challenge in mainstreaming it.

In addition, administrative and infrastructural constraints halt the mainstreaming of madrasa education. Vague, be more specific in what administrative or infrastructural constraints.

The government cannot ~~not~~ reach the madaris in the remote areas. The

mainstreaming of madaris education demands infrastructural and administrative support which is difficult to provide.

Again, too vague and does not really mention any specific hurdle.

For instance, in the village

Mir Ali of South Waziristan there exist no infrastructure to mainstream seminaries to promote modern education. That's not a proper example.

Therefore, the administrative and infrastructural constraints are a challenges in mainstreaming madrasa education in Pakistan.

Furthermore, the financial limitations of government is a challenge in mainstreaming madrasa education.

By mainstreaming the madrasa education, it becomes the responsibility of the government to provide financial support to seminaries.

Why? Does mainstreaming mean nationalising them? Why would they be states responsibility? Other private institutions are not.

Don't start a sentence with "but" or "and"

Irrelevant evidence. No link to how low Government finance is a hurdle in mainstreaming madressas.

Outdated. The reference pool should be no older than 4-5 year

But, with a weak economy, the government of Pakistan cannot fund such a large number of seminaries. According to a study

of Tajmur Rahman for Routledge in 2011, only 11 percent seminaries are being funded by the government. This suggests

that mainstreaming madrasa education would put extra burden on country's economy. So, the financial limitations of government are challenge in mainstreaming seminaries education in Pakistan.

This does not suggest that.

Moreover, the limited availability of qualified teachers is a challenge in mainstreaming madrasa education.

There is shortage of qualified teachers in the remote areas which would problematize the mainstreaming of madrasa education.

Even in the public schools teachers are not available.

Ensuring the access to qualified teachers under mainstreamed madrasa would be even harder.

Thus, limited access and availability to qualified teachers is a big challenge in mainstreaming madrasa education.

In addition, different mode of instruction in seminaries is also a challenge in mainstreaming the madrasa education. Most of the religious seminaries in Pakistan

Mainstreaming does not mean the government adopt the institution, it means that the government holds the institution accountable, ensure standards are being followed and just keep it in check. It does not mean government is to provide them with facilities.

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have Urdu and Arabic as a medium of instruction. Also, major portion of the religious curriculum is in Urdu, Arabic and Persian. On the other hand, most of the institutions under the Ministry of Education follow English as a medium of instruction. If the seminaries get mainstreamed, it would become an issue to assimilate them in the modern education system having English as a medium of instruction. Hence, different medium of instruction is a challenge in mainstreaming madrasa education.

Different curriculum and pedagogy has been discussed.

Despite these challenges, there exist opportunities in mainstreaming madrasa education. The foremost is the strengthened social cohesion and national integration. By

That's not an opportunity to mainstreaming madrasas. It's a benefit gained by it.

making a uniform education system, in which madrasa education would be under the Ministry of Education, Pakistan can achieve social cohesion. A uniform education standard ~~that~~ would remove the in inequalities and class-based education system. Hence, social cohesion and national integration is a crucial opportunity in mainstreaming madrasa education.

No argumentation  
No analysis. No evidence

In addition, madrasa infrastructure can be leveraged for promoting modern education. There are certain remote areas where the school infrastructure is absent. By mainstreaming the madrasa education, the government can leverage the infrastructure of seminaries to promote modern education ~~from~~ as well as

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religious education. In this way, the seminaries would act as a platform for the government to impart STEM education without any extra cost on infrastructure development. Hence, leveraging madaris infrastructure is a crucial opportunity in mainstreaming the madrasa education.

Again not an opportunity.

Furthermore, <sup>promotion of</sup> vocational and technical training is an opportunity in mainstreaming Madrasa education. The students of madaris can be taken on-board after mainstreaming the madaris education. In this way, the government will have more sway over the students and it would become able to impart vocational and technical training to them. Therefore, the promotion of vocational and

technical training is an opportunity in mainstreaming madrasa education.

Moreover, by mainstreaming the madrasa education, government will have the opportunity to better manage the de-radicalization programs. In the mainstreamed seminaries, the government institutions would be able to impart awareness. The institutions like NACTA would be able to perform Counter Violent Extremism conference, which would help in de-radicalization.

Furthermore, by mainstreaming the madrasa education, the students of seminaries would get better job opportunities. This would help in increasing their understanding of the

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modern world. Through the acquisition of modern education, they would become better able to adopt independent earning profession. They would not become a burden on the government resources. Hence, the better job option for madrasa student is an opportunity in mainstreaming madrasa education in Pakistan.

Also, mainstreaming the madrasa education presents opportunity to enhance the global image of Pakistan. The international community, particularly the FATF has concerns over the unregulated education of seminaries. Enhancing the global image of Pakistan is a good opportunity to



# mainstreaming madrasa education in Pakistan

## Suggestions???

In a nutshell, there are numerous challenges in mainstreaming madrasa education in Pakistan. However, the opportunities outweigh the challenge, thus the careful navigation of challenge can help Pakistan achieve the goal of mainstreaming madrasa education. The challenges are resistance from seminaries and other associated administrative, infrastructural and financial issues. On the other hand, the opportunities are national cohesion, utilization of existing infrastructure and more educated and empowered seminary students. Pakistan should engage with madrasa administration, make balanced curriculum and

This is not a conclusion.

provide financial and technical support to ~~seminaries~~ to ~~navigating~~ navigate the challenges. By

~~mainstreaming~~ ~~madrasa~~ education,

Pakistan would empower seminaries students and promote modern education.