

The Development of Teachers' Training Practices of Madrasa Education in Pakistan Enlightened Educational Policies (1947-2024)

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ABSTRACT: Madrasa education is a significant component of Pakistan's educational landscape since independence. Although the role of Madrasa is crucial to providing Islamic, religious, and social services, the history of Madrasa remained disconnected from formal education reforms, especially in the context of teacher training. This study examines the historical development of teacher training practices in madrasa education in Pakistan from 1947 to 2024, Educational policies. Applying a qualitative document analysis approach, the study reviews national education policies, reform programs, ordinances, and secondary literature related to madrasa reforms. The findings disclose three major phases in the evolution of madrasa teacher training: first Neglect and separation (1947–2001); second, securitization and regulation (2001–2015); and third, mainstreaming and pedagogical integration (2015–2024). The research determine whereas latest reforms initiated institutional frameworks for teacher training and curriculum integration, challenges related to implementation, funding, political opposition, and organization continue to prevent sustainable development. The study suggests collaborative and context-sensitive training frameworks for better professional development of madrasa teachers in Pakistan.

KEYWORDS: Madrasa Education, Teacher Training, Education Policy, Pakistan, Madrasa Reforms, Pedagogical Integration

Introduction

Madrasa education illustrates one of the oldest and dominant systems of education in Pakistan. Madrasas not only contribute to religious teaching and learning but also assist cultural and social services, particularly for the economically underprivileged population. Since the independence of Pakistan in 1947, madrasa institutions have played a crucial role in preserving Islamic knowledge and religious scholarship. Although distinct from the formal education sector, madrasa education persisted independent from state regulation and teacher education reforms for several periods.

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Teacher training is deemed a basic factor for developing educational attributes and teaching effectiveness. In present evolving educational systems, professional teacher training promotes pedagogical skills, curriculum delivery, classroom management, and student learning outcomes. However, madrasa teachers in Pakistan traditionally depend upon informal practicum frameworks and religious degree certification models more than formal professional training frameworks.

Over time, the association between the government and madrasa institutions has been tangled. Formerly, education policies concentrated mostly on nation-building, Islamization, and modernization of the formal schooling system, while madrasa education stayed excluded from the mainstream educational models. After the incident of September 11, 2001, madrasa reforms obtained international and locally concentration in light of concerns regarding extremism, security, and social inclusion. Therefore, the government of Pakistan launched several reform initiatives: regularization of madrasas, integration of modern curriculum, and improving teacher capacity.

Recent reforms like the National Action Plan (2015), National Education Policy (2017–2025), and Single National Curriculum (2020–2022) promote teacher training, pedagogical skills, modernization of the curriculum, and integration between formal and Islamic education systems. Despite these changes, practical challenges continue to modify the effectiveness of madrasa teacher training practices.

This research explores the historical development of teacher training practices in madrasa education in Pakistan from 1947 to 2024. The research intends to examine major policy reforms, Madarsa developments, implementation challenges, and modernization in madrasa teacher training.

Problem Statement

Most existing reforms concentrated on regulation and mainstreaming instead of sustainable professional development of madrasa teachers. Furthermore, resistance from madrasa boards, shortage of institutional collaboration and coordination, limited funding, and a weak monitoring system create barriers to implementation.

Although the importance of teacher quality in promoting educational achievements is acknowledged, there is limited historical research examining how teacher training practices in madrasa education developed over time in Pakistan. In this way, this research investigates the historical development, policy reforms, institutional developments, and implementation challenges regarding madrasa teacher training from 1947 to 2024 educational policies.

Research Gap

Previous literature on madrasa education in Pakistan mainly emphasizes Islamization, curriculum reforms, extremism, and mainstreaming policies. Various research findings have addressed madrasa regulation and modernization after 2001; however, restricted concentration has been given particularly to the historical development of teacher training implementation in madrasa education.

Existing research mainly examined madrasa reforms from a political and security point of view instead of the perspective of teacher professional development. Studies by Rahman (2004) and Fair (2008) examined educational inequality and madrasa reforms, but they did not completely analyze the development of madrasa teacher training policies around different historical periods.

In the same way, research findings by Bashir and Ul-Haq (2019) addressed implementation challenges in madrasa reforms but presented inadequate discussion on long-term pedagogical development and teacher training.

Additionally, there is a need for in-depth studies examining how madrasa teacher training developed from informal traditional systems to government-supported training reforms between 1947 and 2024. Previous findings also present limited analysis of policy, institutional development, and implementation gaps related to madrasa teacher education.

Therefore, this study fills the gap by providing a historical and policy-based analysis of the development of teacher training practices in madrasa education in Pakistan from 1947 to 2024.

Objectives of the Study

1. To examine the historical development of madrasa teacher training policies in Pakistan.
2. To analyze major reforms related to madrasa teacher training from 1947 to 2024.
3. To identify challenges in the implementation of madrasa teacher training programs.

Literature Review

The issue of madrasa education in educational, religious, and political literature in Pakistan. Previous research on madrasa education reform covered perspectives ranging from Islamization, curricular changes, and security issues to educational convergence.

According to Rahman (2004), after achieving its independence, Pakistan was presented with two different education systems, namely the formal secular schooling model and the madrasa model. As a result, there is quite a lot of disparity in terms of curriculum development, teacher training, and educational goals.

Sain et al. (2024) point out that traditionally, the attainment of teacher competency in madrasas is accomplished via the mentoring process and not by pedagogic training. In this regard, most madrasa teachers attained their knowledge base under the Dars-e-Nizami system of education.

Islamization policies initiated by the Muhammad Zia-ul-Haq administration resulted in an upsurge of madrasas within Pakistan. Nevertheless, teacher training remained neglected by state policymakers (Fair, 2008).

Following the attacks on the United States of America in 2001, reforms in the madrasa sector were associated with security and anti-extremist measures. Ahmed (2009) observes that international pressure compelled Pakistan to reformulate its policies concerning madrasas and introduce contemporary subjects in religious teaching. Such reforms placed emphasis on the training of madrasa teachers in English, science, mathematics, and computer science subjects.

Methodology

- ▶ **Research paradigm/ philosophy:** Interpretivist
- ▶ **Research Approach:** Qualitative
- ▶ **Research Design:** Document Analysis
- ▶ **Analysis:** Thematic
- ▶ **Strategy:** Purposive documents.
- ▶ **Data collection source:** Purposive documents/ educational policies.
- ▶ **Quality and Rigor/ Data assessment:** According to Scott's four criteria: authenticity, credibility, representativeness, and meaning.

Document analysis was conducted to examine the development of policies, reforms within organizations, and developments in teacher training at madrasa education from 1947 to 2024.

The purposive technique was used to sample policy documents, ordinances, reforms, curricula, and other sources of information on madrasa teacher training in Pakistan.

Sources of Data: It includes national education policies, Ordinances and government reform programs, Curriculums, DGRE reports, literature reviews, and education reform documents.

Criteria for Document Selection: Their official nature, such as policy, ordinance, or government report; references to madrasa, education, or teacher training; and the period covered being 1947 to 2025.

Selected Key Documents: National Education Conference (1947), Sharif Commission Report (1959), National Education Policies (1970, 1972, 1979, 1992, 1998), Pakistan Madrasa Education Board Ordinance (2001), Deeni Madaris Ordinance (2002), Education Sector Reforms (2005-2010), National Action Plan (2015), National Education Policy (2017-2025), Single National Curriculum (2020-2022)

Data Collection

Table 1

Period / Policy	Teacher Training (Objective 1)	Major Reforms (Objective 2)	Challenges / Limitations (Objective 3)
1947 National Educational Conference	No formal teacher training system for Deeni Madaris.	Proposed a national education system based on Islamic ideology.	Madrasa education remained largely neglected.
1959 National Education Commission	Highlighted the importance of quality teacher training, but no specific provisions for madrasa teachers.	Promoted Islamic values within the national education framework.	Madrasas, Maktabas, and Dar-ul-Ulooms continued without modern subjects.
1970 New Education Policy	Proposed a structured teacher training system.	Promoted a unified Islamic identity in education.	Madrasas remained separate from the mainstream education system; teacher training was ignored.
1979 National Education Policy (Islamization)	Encouraged training of religious teachers and emphasized Islamic ideology in classrooms.	Introduced mosque schools, compulsory Arabic, appointment of Imams as teachers, establishment of 5,000 Maktab schools, and Mohallah schools for females.	Madrasa teacher training remained unrecognized.
1992 National Education Policy	Recognized the literacy role of madrasas; teacher training remained internal.	Encouraged improvements in teaching methods.	Madrasa teachers were still not officially recognized by the government.
1998 National Education Policy	Emphasized teacher training to achieve a 70% literacy rate by 2010.	Sought to integrate Deeni Madaris with modern schools and introduced modern subjects.	Political influence and weak implementation limited reforms.
Musharraf Era (1999–2008)	Enhanced teacher training and recognized madrasa qualifications equivalent to M.Phil. and Ph.D. degrees.	Introduced the Madrasa Reform Plan and promoted English, Mathematics, and Science in madrasas.	Strong resistance from religious scholars against government control.

Period / Policy	Teacher Training (Objective 1)	Major Reforms (Objective 2)	Challenges / Limitations (Objective 3)
Education Sector Reforms (ESR) 2001–2006	Focused on standardized curricula, Continuous Professional Development (CPD), and recruitment of trained teachers.	Pakistan Madrasa Education Board introduced English, Mathematics, IT, and Social Studies in model madrasas established in Islamabad, Karachi, and Sukkur.	Misunderstandings about the reforms led many madrasas to reject participation.
Pakistan Madrasa Education Board (PMEB) 2001	Promoted teacher capacity building through standardized curricula, professional development, and recruitment of qualified teachers.	Encouraged integration of religious and modern education through training in English, Science, classroom management, and assessment practices.	Lack of qualified teachers for modern subjects and resistance to curriculum integration.
Deeni Madaris Ordinance 2002	Provided training opportunities and financial assistance to registered institutions.	Introduced voluntary registration and required teachers to possess at least a Shahadat-ul-Aalamia (equivalent to MA) qualification.	Limited participation because registration remained voluntary.
Education Sector Reforms (ESR) 2006	Provincial Directorates and NGOs provided training in lesson planning, classroom management, ICT, English, Mathematics, Computer Studies, and teaching methodology.	Planned to train 10,000 madrasa teachers in modern subjects and teaching methods.	Only about 500 out of 8,000 madrasas participated; training targets were not achieved.
National Education Policy 2009	Emphasized Continuous Professional Development (CPD) to improve the professional skills of madrasa teachers.	Proposed integrating madrasas into the formal education system and establishing a Madrasa Education Authority.	The proposal was rejected by Ittehad Tanzemat-e-Madaris, and implementation became more difficult after the 18th Constitutional Amendment.
National Action Plan (NAP) 2015	Introduced teacher qualification standards and emphasized systematic integration of madrasa teachers.	Led to the establishment of the Directorate General of Religious Education (DGRE) in 2019.	Opposition from Wafaq-ul-Madaris due to curriculum concerns and lack of incentives.
National Education Policy 2017–2025	Focused on capacity building of madrasa teachers through partnerships with provincial education departments.	Dedicated a separate section to Deeni Madaris, promoting higher education opportunities, multi-grade teaching, and the Madrasa Reform Project.	Financial constraints, political influence, and implementation challenges. The DGRE Annual Report (2022–23) indicated that only about 1,200 teachers had completed training out of approximately 80,000 registered madrasa teachers.

Period / Policy	Teacher Training (Objective 1)	Major Reforms (Objective 2)	Challenges / Limitations (Objective 3)
Single National Curriculum (SNC) 2020–2022	Introduced modern pedagogical training, including student-centered learning, formative assessment, and integration of Science and Social Studies with Islamic perspectives.	Extended the SNC to Grades 1–5 in madrasas and established 16 DGRE regional offices for registration, curriculum alignment, and teacher training.	Most madrasa teachers possessed strong religious knowledge but had limited pedagogical training.
Societies Registration (Amendment) Act 2024	Limited emphasis on teacher training.	Strengthened the registration framework for Deeni Madaris.	Many local madrasas remained unregistered.

Assessment

Phase 1: Neglect and Separation 1947-2001

The educational policy in the immediate post-independence period was to build a national system on Islamic ideology and scientific advancement. The 1947 National Education Conference emphasized Islamic values, but did not propose specific mechanisms to train madrasa teachers. In 1959, the Sharif Commission made religious education compulsory in secondary schools but did not address madrasa teacher qualifications.

Moreover, In 1970 and 1972, Bhutto’s policies focused on nationalization and mass education, again bypassing madrasas. The policies of 1979 and 1992 had fostered the Islamization of education and seen madrasas as partners in this. The 1979 policy, for example, said that “madaris shall be encouraged and assisted to improve their standards,” but did not specify any concrete training programs. The 1992 policy reiterated the need for curriculum revision in madrasas, but implementation was left to provincial governments that lacked the capacity and the political will to do so. During the 54 years, the state maintained an ideological distance from madrasas. According to Shahab (2021), the colonial legacy of a bifurcated system meant that madrasas were seen as outside the “modern” education project. There was no specific budget, training institute, or certification mechanism for madrasa teachers. Teachers’ training remained informal and was conducted by individual wifaq boards such as Wafaq-ul-Madaris Al-Arabia and Tanzeem-ul-Madaris.

Phase 2: Securitization and Regulation 2001-2015

Pakistan Madrasa Education Board (PMEB) the government established the Pakistan Madrasa Education Board (2001) to regulate and support madrasas. Role in teacher training: focus on developing standardized curricula, facilitating professional development, and recruiting trained teachers for model madrasas. However, participation by independent madrasa networks remained limited due to concerns over autonomy. Curriculum and Teacher Capacity Development Policies emphasized shifting from purely traditional teaching toward blended religious and modern education. -related reforms included Training to teach English and science, orientation on classroom management, and workshops on assessment practices. Despite these efforts, implementation faced challenges such as resistance from madrasa boards, limited funding, and voluntary participation. Achievements: Increased dialogue between government and madrasa leadership. Integration of modern subjects in some madrasas. Initial exposure of teachers to professional development.

The 9/11 attacks and subsequent domestic security concerns reframed madrasa reform as a national security imperative. This shift produced the first systematic attempts to regulate and train madrasa teachers.

Pakistan Madrasa Education Board Ordinance 2001: According to this Ordinance, PMEB was established as an autonomous body within the Ministry of Education. Its functions included curriculum regulations, examination administration, and determination of minimum qualification criteria for teachers of registered madrasas. According to section 7(2), “the Board may arrange training programs for teachers of registered madaris.”

Three model madrasas were set up in Islamabad, Karachi, and Sukkur. Instructors of these model madrasas underwent a short training of 6-8 weeks in English, Math, Computer Studies, and teaching methodology arranged by the National Education Foundation NEF.

Deeni Madaris Ordinance 2002: This Ordinance gave voluntary registration status to madrasas already operating in Pakistan. Although not many madrasas got registered, this Ordinance served as a legal foundation upon which the government could make provisions of training and financial benefits available to registered institutions. Additionally, it mandated all madaris to have their teachers at least having attained a Shahadat-ul-Aalamia degree or its equivalent.

Education Sector Reforms ESR 2005-2010: With the implementation of reforms under ESR, funds were allotted by the Ministry of Education for “Mainstreaming of Madras.” The target was to train ten thousand teachers from madaris in secular education and new modes of teaching till

Policy Framing and Limitations: Document analysis shows that in the Musharraf era, teacher training was framed primarily as a tool for counter-radicalization and employability. The policy language emphasized “bringing madrasas into the mainstream” and “enhancing the marketability of graduates.”

However, implementation was poor. According to Bashir and Ul-Haq 2019, after conducting surveys in 40 madrasas, it was found that most wifaq boards did not want to take part because they considered PMEB an initiative by the state to regulate religious education. The training programs were generic and did not take into consideration the Hifz-Nazira culture of madrasas. There was no budget provided for mentoring or provision of learning materials after training. Consequently, most trained teachers would revert to their traditional ways within six to twelve months.

The contribution of the Musharraf regime was to formally recognize the concept of state intervention in madrasa teacher training. Prior to 2001, there was no state intervention in teacher training. Post-2001, although implementation was poor, policy documents legitimized the role of teacher training as an area of cooperation between the state and madrasas.

Phase 3: Mainstreaming and Pedagogical Integration 2015-2024

NAP 2015 introduced systematic integration. Point 10 of NAP 2015 stipulated registration, curriculum review, and teacher qualification requirements. It resulted in establishing DGRE in 2019 within the Ministry of Federal Education.

National Education Policy 2017-2025: The policy allotted a separate chapter for Deeni Madaris. The goals were to bridge the gap between religious and formal education systems, provide teachers with chances for higher education, and carry out the Madrasa Reform Initiative. “Capacity Building of madrasa teachers” was highlighted in partnerships with provincial education departments.

Single National Curriculum 2020-2022: SNC was applicable to Grades 1 to 5 at madrasas. 16 regional DGRE offices were established to assist in registration, curriculum alignment, and facilitating training. Teacher training was

now tied to pedagogical reform, instead of only to security issues. Teacher training modules designed under SNC were based on student-centered learning, formative assessments, and integration of Science and Social Studies from Islamic perspectives. While there have been some positive changes at the institution level, certain issues still exist. According to the DGRE Annual Report 2022-23, only 1,200 teachers had undergone the training modules, while it was estimated that there were about 80,000 registered teachers from madaris.

Data Analysis

After document assessment, data were analyzed through thematic analysis according to the six-step approach of Braun and Clarke (2006).

- ▶ Document collection
- ▶ Organization of materials relevant for the research
- ▶ Content reading and coding
- ▶ Coding categorization into themes
- ▶ Analysis/interpretation of results
- ▶ Writing up of the final report.

Data Assessment Triangulation

Triangulation was accomplished through comparison of documents to other sources such as analysis of academic literature by Shahab (2021) and Bashir and Ul-Haq (2019).

Thematic Analysis

The data collected were analyzed using thematic analysis to find common themes, policy shifts, and organizational issues concerning madrasa teacher training programs in Pakistan from 1947 until 2024. This process led to five key themes, including:

1. The evolution of policymaking
2. Role of the state in madrasa education
3. Teacher training
4. Curriculum modernization
5. Challenges of implementation

Theme 1: Historical Policy Development

The study suggests that there were three stages in madrasa teacher training policies throughout history, which include neglect and segregation (1947-2001), securitization and regulation (2001-2015), and mainstreaming and pedagogical incorporation (2015-2024).

Firstly, madrasa education was largely ignored within education reforms during this stage. Such policies, including the National Education Conference 1947, Sharif Commission 1959, and National Education Policies of 1970, 1972, 1979, and 1992, focused on Islamic education and national integration but could not bring about any systematic teacher training for madrasa teachers.

Moreover, teacher preparation for madrasa educators was informal and managed independently by organizations like Wafaq-ul-Madaris Al-Arabia and Tanzeem-ul-Madaris.

However, the second phase occurred after 9/11, when madrasa reform became linked with national security and anti-radicalization policy issues. It included the formation of the Pakistan Madrasa Education Board (PMEB) and the Madrasa Reform Project as the first attempts at modernizing teacher preparation in madrasas.

Phase three indicated an evolving educational integration policy as well as a pedagogical improvement agenda. Initiatives such as the National Action Plan, Directorate General of Religious Education (DGRE), and Single National Curriculum stressed teacher development, curriculum compatibility, and learner-centric pedagogies.

Therefore, the above results reveal a move from policy indifference to institutional involvement with respect to madrasa teacher education programs.

Theme 2: State Involvement in Madrasa Education

Teacher-centric reforms included Training in English and sciences, classroom management Assessment techniques. The implementation of the reform initiatives was hard because of the non-cooperation of madrasa boards, lack of resources, and voluntarism. Achievements: Enhanced consultation between government functionaries and madrasa management; introduction of modern subjects in the syllabi. First experience of teacher training in the madaris. In the context of the September 11 events and associated threats, the madrasa reforms took the path of necessity and urgency, resulting in a systematic attempt at regulating and training madrasa teachers.

PMEB Ordinance 2001: The Ordinance provided for the establishment of PMEB as a statutory body under the Ministry of Education. It gave PMEB authority to regulate the curricula, hold examinations, and establish standards for teachers in madaris. According to Ordinance 2001 section 7(2), PMEB had jurisdiction to “arrange training programs for teachers of registered madaris”.

Three model madaris were established at Islamabad, Karachi, and Sukkur in the framework of the integrated curricular pilot program. Teachers of these madaris underwent short-term training in English, Mathematics, Computer Science, and education through the National Education Foundation (NEF). This short-term teacher-training program lasted 6 to 8 weeks, including the teaching of subject matter and lessons.

Theme 3: Teacher Training Reforms

Teacher training reforms proved to be an important topic across the entire analysis. Prior to 2001, madrasa teacher training depended largely on conventional apprenticeship and religious requirements instead of professional training for teaching techniques. Since 2001, reform measures have included short training courses covering. Teaching English, Teaching Science and Mathematics, Basic Computer Training, Class Management, Lesson Planning, Teaching Techniques for Students' Learning. Teacher training courses have been delivered by the provincial education ministries, the National Education Foundation, and institutions like the Aga Khan Foundation.

The analysis also revealed that more recent reforms initiated by SNC extended teacher training programs to cover formative assessment, curricular integration, and contemporary teaching techniques. Nevertheless, teacher training programs continued to be small-scale and short-lived. Most training workshops were short-term and lacked follow-up mentoring, monitoring, and professional support systems.

Theme 4: Curriculum Modernization

Curriculum modernization also emerged as one of the prominent themes from the study. Curriculum modernization during the Musharraf era involved the incorporation of contemporary disciplines like English, mathematics, science, and computer studies in madrasa education.

Model madrasas were established in Islamabad, Karachi, and Sukkur in order to develop an education system combining religious and secular education. Further, curriculum modernization continued to be a prominent trend even after SNC reform. Increasingly, teacher training programs started focusing on curriculum modernization as opposed to security issues alone. It can be seen from the above analysis that curriculum modernization became an important strategy for enhancing the quality of education as well as bridging the gap between religious and secular education systems.

Theme 5: Implementation Challenges

Implementation issues were the last important theme found. Implementation of reforms has been weak despite the numerous reforms made and policies proposed, due to certain issues and barriers. Resistance by madrasa boards, fear of government involvement in religion, Lack of financing, Lack of coordination between federal and provincial governments, Lack of follow-up after the training sessions, Monitoring and evaluation mechanisms not in place, and training programs are too short.

As per Bashir & Ul-Haq (2019), most madrasa institutions have declined government reform plans since they felt that their intention was to take over the education system in the madrasas. Also, DGRE reports (2022–2023) show that only very few madrasa teachers underwent training programs despite the high level of policy commitments. It is clear from the findings above that despite the development of institutional mechanisms for training madrasa teachers in Pakistan, implementation issues remain.

Summary of Findings

According to the thematic analysis, the evolution of madrasa teacher training practices in Pakistan shifted from traditional religious training practices towards some degree of institutional and pedagogic modernization.

Despite some successes, various constraints, including lack of trust, financial issues, organizational coordination difficulties, and implementation problems, persist and influence the effectiveness of the ongoing changes. In conclusion, the research findings indicate that for any sustainable change to be achieved, effective policymaking, appropriate training models, and investment in institutions are necessary.

Discussion

Discussion is grounded in a thematic analysis of education policy, reform documents, government reports, and scholarly literature. The results will be presented in the context of the research questions.

Historical Development of Madrasa Teacher Training Policies in Pakistan

Objective 1 was to look into the historical development of madrasa teacher education policy in Pakistan. It was found that teacher training in madrasas occurred through the development of three important historical stages: Neglect & Separation (1947-2001), Securitization & Regulation (2001-2015), and Mainstreaming & Pedagogical Integration (2015-2024).

In the first stage, the role of state institutions in madrasa teacher training remained negligible. Educational policies in Pakistan, such as the National Education Conference (NEC) 1947, the Sharif Commission 1959, the National Education Policies (NEPs) of 1970, 1972, 1979, and 1992, concentrated largely on Islamization, national integration, and expansion of formal schooling.

However, these educational policies never laid down any framework for madrasa teacher training. Teacher preparation was informal and reliant upon the traditional religious structures that were governed by organizations such as Wafaq-ul-Madaris Al-Arabia and Tanzeem-ul-Madaris.

This finding is consistent with the argument put forward by Rahman (2004), who stated that the country adopted a dual education system which separated religion-based education from modern education.

It is also found that from 2001 onwards, madrasa teacher education became a formal policy agenda for the first time. The 9/11 attacks completely changed the attitude of the government towards madrasa reforms and consequently led to the

Major Reforms Related to Madrasa Teacher Training (1947–2024)

The second objective of the study entailed analyzing major reforms concerning teacher training in madrasas between 1947 and 2024. In this regard, it was discovered that major reforms concerning teacher training started occurring after 2001, especially during Pervez Musharraf's government.

Firstly, the establishment of the Pakistan Madrasa Education Board (PMEB) was the most systematic step by the State towards regulating madrasa education as well as organizing teacher training programs. PMEB was the institution accountable for curriculum regulations, standards of teachers' qualifications, and professional development initiatives.

Similarly, the introduction of contemporary subject areas such as English, Mathematics, Science, and Computer Studies in madrasa education was done as part of the Madrasa Reform Project. Workshop training of teachers concerned such issues as lesson plans, classroom management, ICT skills, and contemporary pedagogy methods. The Education Sector Reforms (2005-2010) included resources for integrating madrasa education into public schools as well as developing initiatives for training madrasa teachers in secular subjects and contemporary pedagogical methods.

In addition, after 2015, reforms concerning teacher training in madrasa education were further developed due to the implementation of the National Action Plan, NEP (2017-2025), and SNC. The establishment of DGRE became an institutionalization of efforts made regarding madrasa teacher training initiatives.

Challenges in the Implementation of Madrasa Teacher Training Programs

Lastly, the third objective of the study aimed at identifying some of the issues experienced during the implementation of teacher training programs. Some of the major implementation issues identified include institutional, political, and administrative challenges that hinder the success of the implementation process.

Resistance to change is another significant issue that has hindered implementation efforts in many madrasa institutions. According to Bashir and Ul-Haq (2019), many madrasa organizations consider the reforming process as an attempt by the government to take over their educational activities. Many wifaq boards have displayed poor involvement in the PMEB program due to mistrust towards the state.

Furthermore, lack of adequate financial and institutional support has been a critical issue during the implementation process. As identified in the analysis of policy documents and reports by DGRE, many training programs lacked post-training mentoring, follow-up programs, continuous training, proper training materials, and a monitoring system for teacher performance.

Findings further indicated that many training modules provided had a general approach and did not provide specific knowledge about teaching in madrasa environments, including Hifz and Nazira. As a result, teachers returned to their conventional practices despite being involved in training programs.

On the whole, these findings illustrate how madrasa teacher education practice in Pakistan has gradually evolved from religious instruction to professionalization and institutional reform. The reforms that were brought in after 2001 have played an important role in including the discussion of madrasa teacher education within the realm of national policy.

Nevertheless, some implementation barriers like mistrust among institutions, inadequate financing, poor coordination, and inadequate contextual training have been identified as obstacles to successful reform results. Successful change in the area of madrasa teacher education needs collaborative policymaking, professional development, and cooperation of the state and madrasa board.

Conclusion

In this paper, an analysis has been made of the historical development of teacher training practices in madrasa education in Pakistan from 1947 to 2024. It is revealed that the process of training of teachers in madrasa education has taken place through three different periods, which include Neglect & Isolation (1947-2001), Securitization & Regulation (2001-2015), and Mainstreaming & Integration (2015-2024). In the initial years after Independence, the process of madrasa education was outside the realm of mainstream education. In national education policy, madrasa education was largely ignored in favor of Islamic ideology and development of formal education.

The second important finding in this study is that the events of September 11 have significantly influenced the process of reforms in madrasa teacher training in Pakistan. During the Pervez Musharraf government, security concerns were discussed along with modernization of the curriculum of madrasa education. Programs such as the Pakistan Madrasa Education Board, Madrasa Reform Project, and Education Sector Reforms were launched for incorporating modern subjects in curricula and teacher training. The attempts have remained unsuccessful because of mutual mistrust between the government and madrasa education board, financial issues, and lack of institutional support.

However, the recent changes post-2015 show some signs of a shift from the security approach towards education-based policies. Some of these include the National Action Plan, the National Education Policy 2017-2025, and the Single National Curriculum. Teacher training, integration of curricula, and student-centered approaches were stressed through these initiatives.

Nevertheless, the present study finds that the reform efforts for the training of madrasa teachers in Pakistan have not been fully successful. Several barriers, including opposition by religious boards, inadequacy of context-specific training programs, poor monitoring procedures, funding constraints, and lack of cooperation among governmental agencies, have plagued these initiatives.

To conclude, the present study has found that any improvement in the field of madrasa teacher training needs to be a collaborative effort by the government and madaris. Sustainable reforms will involve developing contextually appropriate teacher education and professional development programs.

Recommendations

1. The government should develop long-term and context-sensitive teacher training programs for madrasa educators.
2. Collaboration between madrasa boards and government institutions should be strengthened to reduce mistrust and improve policy implementation.
3. Teacher training modules should address the specific pedagogical environment of Hifz, Nazira, and Dars-e-Nizami systems.
4. Continuous Professional Development (CPD) programs should be introduced for madrasa teachers.
5. Adequate funding, monitoring, and evaluation mechanisms should be established to ensure sustainability of reforms.
6. Provincial and federal governments should improve coordination regarding madrasa education policies after the 18th Constitutional Amendment.

Future Research & Recommendations

Based on the findings, future recommendations are: conduct a survey study for generalization, include a comparative study with other countries' madrasa education, and conduct mixed-method research.

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