



5th National Conference

Saturday & Sunday, 26 & 27 Jumada Oula 1440 H

February 2 & 3, 2019

Venue: Madina Center, Stockton, CA

Host: Islamic Shariah Council of California

Organized Maktab



THE ROAD TO BASIC
FARDHE 'AIN 'ILM
FOR MUSLIMS



Presented by: Mufti Ubaidullah Awal, Shariah Board New York

Overview of Current Islamic Education for Children in USA



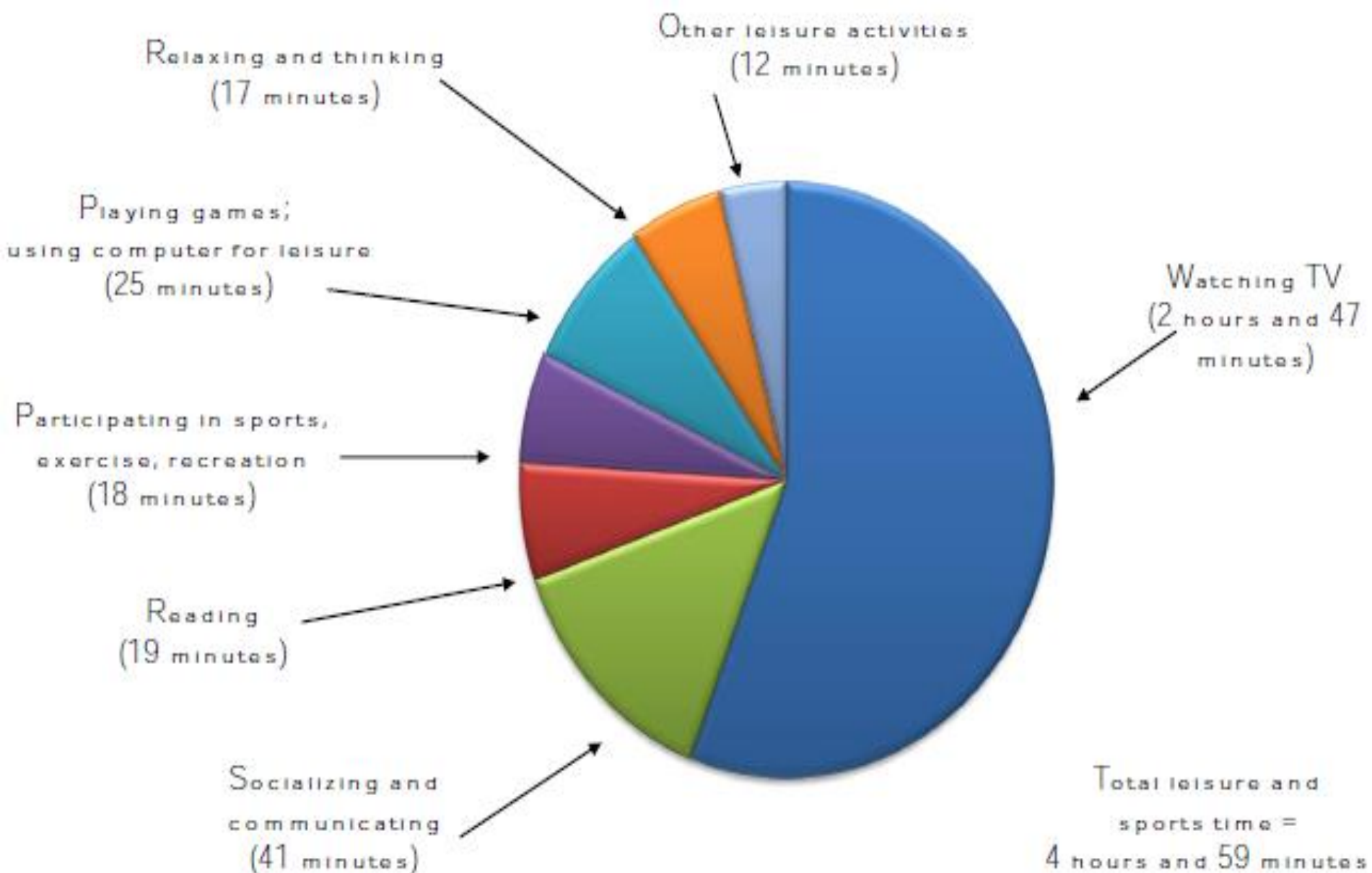
- Estimated number of Muslim Children (5-15 years) in USA: 1000,000 – 1,200,000
- Full-time Islamic Schools (approximately: 300 schools, 5,000 students)
 - Children are protected from the public school environment
 - But, unfortunately, very few parents can afford this option due to high cost.
- Week-End Islamic Schools (in most of 2,000 masjids, approx. 20,000 children)
 - Unfortunately, not so effective in making positive impact on children's life.
 - Very slow progress.
 - 2 mornings a week in Masjid can NOT compensate the ill-effects of schools, and social media exposure. (Aqidah, Akhlaq, Violent Games, Non Muslim Friends, Fahisha)
- Full time Alim course and Hifz Madrassas: (approximately: 2,000 children in about 30/40 institutes)
- Daily Maktabas: (approximately: 100/150 Maktabas and 5,000 students)

Overview of Current Islamic Education for Children in USA



- Estimated number of Muslim Children (5-15 years) in USA: 1000,000 – 1,200,000
 - Full-time Islamic Schools (approximately: 300 schools, 5,000 students)
 - Week-End Islamic Schools (in most of 2,000 masjids, approx. 20,000 children)
 - Full time Alim course and Hifz Madrassas: (approx. 2,000 children in about 30 institutes)
 - Daily Maktab: (approximately: 100/150 Maktab and 5,000 students)
- About 32,000 American Muslims have some attachment to Islam out of the 1.2 million!
- That's less than 5%!
- ARE WE RESPONSIBLE FOR PROVIDING DEENI EDUCATION TO THE REMAINING 95% OF OUR MUSLIM UMMAH?
 - IF YES THEN WHAT ARE WE GOING TO DO ABOUT IT?

Leisure time on an average day



Are we losing the next generation?

About a quarter of adults who were raised Muslim (23%) no longer identify as members of the faith, roughly on par with the share of Americans who were raised Christian and no longer identify with Christianity (22%), according to a new analysis of the 2014 [Religious Landscape Study](#).



Common reasons for leaving Islam include dislike of organized religion and disbelief in God

Among Americans who were raised as Muslims but no longer identify as Muslim, % who say the main reason they left Islam was ...

	%
Issues with religion in general	25
Don't like organized religion/don't believe in religion	12
Don't believe in God	8
Not religious/not practicing/drifted away	5
Issues with Islam	19
Raised Muslim but don't believe/never really connected	9
Don't like or agree with the teachings of Islam	7
Terrorism/fanaticism	3
Preference for other religion(s), spirituality	16
Prefer the beliefs or teachings of another religion	9
Open minded to all religions, morality/believe in being a good person	6
Searching or exploring personal spirituality	1
Personal growth	14
Became more educated	6
Grew up/matured/life experiences	5
Personal, nonspecific	3
Family reasons	2
Other/unclear	13
No answer	12
	100

Note: Based on respondents who say their childhood religion was Muslim but no longer identify as such, n=227. Figures may not add to 100% due to rounding.

Source: Survey conducted Jan. 23-May 2, 2017.

"U.S. Muslims Concerned About Their Place in Society, but Continue to Believe in the American Dream"

History

● عَنْ عُثْمَانَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ - صحيح البخاري

- Uthman bin Affan reported: The Prophet, peace and blessings be upon him, said, “The best of you are those who learn the Quran and teach it.” (Ṣaḥīḥ al-Bukhārī 4739)
- أَوَّلُ مَنْ جَمَعَ الْأَوْلَادَ فِي الْمَكْتَبِ عُمَرُ بْنُ الْخَطَّابِ وَأَمَرَ بِنُ عَبْدِ اللَّهِ الْخُزَاعِيِّ - أن يُلَازِمَهُمُ لِلتَّعْلِيمِ وَجَعَلَ رِزْقَهُ مِنْ بَيْتِ الْمَالِ الفواكه الدواني على رسالة ابن أبي زيد القيرواني
- This shows that the Maktab existed in Islam from the very beginning and was funded by the Khilafat.

How to start an Organized Maktab:



- Rent space from Masjid (Win win situation for both)
- Masjid allows Imam to run his own Maktab (due to the Imams salary being low)
- Part of one's Imamat duty (easiest)
- Start independently from scratch

Understanding mindset of Masjid Management



- Corporate minded/ financially driven (driven by Profit and loss)
- Secular minded (feel Islam needs to be more secular)
- Deeni minded (have confidence in the Imams judgement)

How to explain to Masjid Management:

- How the masjid benefits financially from the program.
- Successful maktab leads to other advanced programs.
- Attracts more activity to the masjid and donation.
- Protects the communities greatest investment, our children.
- No Sunday school program has adequately equipped the child to recite Quran fluently with Tajweed. Neither is there any consistency, nor seriousness, if one day is missed then whole week is missed.
- Not all Muslim homes have an Islamic environment, so the Masjid may be their only avenue.

Introducing the program to the community:



- Introduce program as summer school with Quran and Islamic studies, later on transition program to a few days a week.
- Previously a weak Sunday program, which can be switched to a few days a week. (Explain cons of a single day on a weekend verses the pros of consistency during the week, display progress during monthly dinner, fundraising dinner, Ramadan, personal dawat invitations and end of year graduations). Hand out certificates, trophies and prizes to those who participated in the daily Maktab.
- Previously no programs due to inactivity. (Maktab system needs to be introduced from scratch)

Have multiple timing options:



- Weekdays: 1 ½ - 2 ½ hours (3 - 5 days.)
- Every other day.
- 3 - 4 hours on Saturday and Sunday: total 6 - 8 hours. (Spacing out is better).
- Mix 1 weekend day and few weekdays. (*Mixed strategy, the weekend day could be used to focus on Islamic studies and activity, whilst the weekdays could be used for Quran.*)
Children should have one full day off on the weekend.

Curriculum and system:



- Registration form and liability waiver
- Fee amount and payment structure will be based on: circumstances, utilities, supplies and teachers salary.
- Scholarship (Non-Zakah) or sponsorship (Zakah)
- Uniform or dress code
- Discipline, behavior, tardy and hands free policy
- Transportation issues (carpooling or bus services)
- Salah and Amal/Akhlaq chart
- Reward system / star chart
- Qaidah and Quran teaching methodology (Individualized, collective or a combination of both)
- Jalsa (End of year graduation ceremony)
- Islamic Studies Curriculum

Monitoring System:



- **Monitoring Tools:**

- Progress Books
- Assessments
- Class Register
- Teachers attendance, clock in and clock out system
- Weekly/monthly Quizzes (Upper Classes)
- Examinations
- Progress Sheet or Report Card

How to bring awareness in the community:



- Discuss the importance of Ilm and tarbiyah, its virtues and why we need such programs in this day and age
- Promote the program through Jumuah lectures, monthly dinners, fundraisers and family programs.
- Create a message or presentation/video and spread via email, whatsapp broadcasts, social media etc.
- Hold Seminar specifically on Maktab (open to all)
- Open house on the whole Maktab system (Only registered participants may attend.)

Targets and objectives:



- **Quran**
 - The ability to recite the Quran fluently along with being able to apply the rules of Tajweed.
 - Memorization of Surahs.
- **Islamic Curriculum**
 - Fiqh
 - Ahadith
 - Seerah of the Prophet
 - History
 - 'Aqa'id
 - Akhlaq
 - Adab
 - Masnun Duas

Child psychology:



- Developmental stages of a child.
- Understanding the reasons behind behavioral issues.
- Establishing effective communication methods and gaining the confidence of the child.
- Maintaining authority in class with effective behaviour management skills.

Types of Learners:



- **Visual Learners**

(Use whiteboard)

- **Auditory Learners**

(Use a clear and loud voice, melodious tone)

- **Kinesthetic Learners**

(Use movement, touch, sounds and visuals)

Note: Using a combination of white board, physical expression, melodious tones and moving around in class while teaching may have the greatest impact. This will cater to all three categories.

Legal aspects



● Risk Planning

- Student safety and security
- Legal protection, insurance of masjid/institute
- Updating the maktab committee bi-weekly or monthly regarding progress and issues

× Safety

- Supervision at all times (Even During Breaks)
- Entrance and exit Doors Locked (Except for Prayers)
- Security/surveillance
- Code of Conduct for Students
- Safety (Fire, Intruder, etc.) Drills

Collaboration of local Maktab committees



- **Monitoring Strategy**

- ↳ Appoint a supervisor for every 8/12 Maktab for monthly quizzes of each Maktab to maintain standard.
- ↳ Arrange a monthly meeting with the supervisor monthly.
- ↳ Arrange teachers workshop as often as required after viewing results of the students monthly.
- ↳ Weekly or biweekly mashwarah in each Maktab, and a collective mashwarah of all Makatib every other month.

Supervision



- **Quran**
 - How many lines can the child read in 2 minutes with tajweed?
 - How much Islamic studies have been covered, and is there a system of tracking their Amal on the content covered? (Amal/Akhlaq/Salah Chart?)
 - Are there Imani (Imani Mizakarah) and Targheebi discussions (Fazaile Amal) daily?
 - Are there practicals weekly for Taharah and Salah?
 - How are we engaging parents in child development?