

**Question for written answer E-001984/2025/rev.1
to the Commission**
Rule 144
Emmanouil Fragkos (ECR)

Subject: Pro-radical Islam teaching in Pakistan

Teaching in Pakistani schools has been widely criticised for its ideological manipulation in favour of radical Islam. School textbooks contain one-dimensional narratives that emphasise Islamic identity over historical facts about the origin of Pakistanis from ancestors with different religions. In secondary school history books, Hindus are often presented as oppressive enemies of Muslims, while the actual multi-faith past of the region that is now Pakistan is obscured. In Islamic studies courses, jihad is overemphasised as a concept of 'religious duty'. This approach fosters intolerance and limits critical thinking.

Pakistani schools are a tool for the political and religious manipulation of the unwilling masses and their weaponisation in favour of Islamist goals, internationally. Educational reform in Pakistan is an essential prerequisite for international peace and security. Relevant recommendations from UNESCO and Human Rights Watch, concerning basic requirements for education in Pakistan, are not taken into account.

In view of this:

1. Does the Commission consider that the educational reality in Pakistan should be given serious consideration before Member States accept Pakistanis, with or without 'labour' agreements, ultimately endangering our citizens?
2. Has the Commission monitored whether resolutions 2012/2843(RSP) and 2015/2515(RSP) have been taken into account in any way?
3. If not, how could the Commission exert pressure on Pakistan to implement basic educational reform, so that at least it does not promote Islamic fundamentalism?

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