



الإمام الأكبر ومفتي جمهورية غانا

NATIONAL CHIEF IMAM & MUFTI OF REP. OF GHANA



IN THE NAME OF ALLAH, THE BENEFICENT, THE MERCIFUL
PRESS STATEMENT ON TEACHING ARABIC AS AN OPTIONAL SUBJECT
IN PUBLIC SCHOOLS

We, the Office of the National Chief Imam, have closely observed the concerns raised by fellow citizens regarding Arabic as an optional subject in public schools. We gladly add our voice to what should be a healthy, constructive dialogue in the best interest of our nation.

As we explore the expansion of language policies within our educational space, it is vital to separate cultural and linguistic tools from religious and sectarian doctrines. We, therefore, begin by clarifying a fundamental fact: Arabic is a global language of diplomacy, science, and commerce - not a religious identity, practice, and influence.

In an increasingly interconnected global economy, equipping our youth with diverse linguistic skills is a strategic investment in their future. As the Ministry of Education has rightly noted, Arabic is one of the six official languages of the United Nations and a primary driver of communication across an economically vibrant region in the world.

By introducing a standardized curriculum through the National Council for Curriculum and Assessment (NaCCA), the Ministry is providing a vital structure and quality assurance. This framework ensures that any Ghanaian student who chooses this path will be properly positioned to engage in global diplomacy, international trade, and cross-border research.

Furthermore, we commend the Ministry of Education for its clear and timely clarification that Arabic remains strictly an optional course of study. It is neither mandatory nor intended to compromise the secular foundation of our public educational system.

In a climate of religious pluralism, the secularity of Ghana is, indeed, constitutionally grounded NOT by a mere provision, BUT by an entrenched position. For instance, Article 56 of the 1992 Constitution of Ghana explicitly prohibits Parliament from passing any law that establishes a national religion. In addition, Article 21 (1) (c) guarantees that "all persons shall have the right to freedom to practice any religion and to manifest such practice."

Just as the study of French, German, or Spanish has historically enriched our academic landscape without altering the cultural or religious identities of Ghanaian students, the standardized Arabic curriculum should be viewed purely through the lens of academic excellence. It is a tool for cognitive development, not an instrument for religious advancement.

We, therefore, urge all educationists, policymakers, and the general public to approach this development with objectivity and commitment to national progress. We fully support the Ministry of Education's call for citizens to verify information from authoritative sources rather than allowing misinformation and disinformation to spark unnecessary religious tension.

In conclusion, the Office of the National Chief Imam remains entirely dedicated to working alongside the Ministry of Education, the Ghana Education Service (GES), and all relevant institutions to foster an inclusive, peaceful, and globally competitive educational framework for our beloved country.

المفتي

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