



With Education, the Ummah's Culture and Identity is Preserved With Khilafah on the Method of Prophethood, this is Guaranteed and Implemented

(Translated)

The Ummah's culture is part of its entity, upon this culture its civilization is built and its goals and objectives are set, and because of it, it has a unique way of life; its viewpoint in life and the bond that binds its people together and the system it chooses to live by are all found in its culture. The culture of any nation is its creed and what emanates from the creed of laws, solutions, and systems, and what is built upon it of knowledge and science, and the events in the past that are linked to this creed like the story and history of the Ummah.

Culture is different than knowledge, knowledge is global and is not specific to any nation, but culture is specific and is linked to the nation that is born from it. We say as an example, the Western culture and we say the Islamic culture.

Nations struggle to make their culture and viewpoint in life to dominate and they seek to preserve it and work for its survival and transferring it through the generations. One of the most important guarantees for nations to preserve their culture is to keep it preserved in the hearts of its people, and in the books taught in its schools and universities.

But when looking at the reality of education in Muslim countries after the destruction of the Khilafah, one will see that education is used to destroy the Islamic culture in the hearts of the Muslim children instead of building it. In addition to the efforts to replace it with the Western culture, in an organized plan by the Western countries and their agent rulers; using several methods to achieve this: by sending missionary delegations to Muslim countries under the cover of spreading education and building schools and universities, and sending some of the Muslim countries to study in foreign countries and return back after they have been smitten by the Western culture and seek to spread it in the Muslim countries, and devising misleading and corrupting education curricula. These agents still continue to carry out changes and alterations in the curricula from time to time following the orders of their masters so as to cut any links of the curricula with Islam.

To make education a way to preserve our Islamic culture in the hearts of our children, we must put an education policy that adheres to every detail of the Islamic creed and does not work to confuse or weaken it. The main goal of this policy is to build Islamic personalities which make the Islamic creed the basis of their thinking, and the foundation of their concepts that they hold about life, this leads to all concepts held by these personalities built upon the Islamic creed; which has one harmonious basis, not holding disparities or contradictions, and therefore they can decide to hold the correct stances on all issues upon the Islamic creed. An education policy that guarantees the building of the correct view point among the sons and daughters of the Ummah that the Deen can present answers to economic, political, and social problems of the Ummah and all aspects of life.

And to culture them with Islam in a way that makes them capable of implementing Islam in their lives on an individual level and all levels. A policy that gives priority to Islamic sciences like Fiqh, Hadeeth, Tafseer, Usul, and others; and it will give it a special branch in the secondary education like it does for Medicine, Engineering, Environment and others. A policy that prioritizes the Arabic language and makes it the medium of Education, and allocates enough time for teaching it just like it does for the other subjects. Any language apart from Arabic must not be taught in the primary stage until students are proficient in it. A policy that does not allow anything from the other nation's cultures that can influence the students and make them doubt their creed and civilization, or weaken it in their hearts needs

to be enforced. If knowledge of other nations' cultures needs to be introduced in the curricula, this will be done at the secondary stage according to a specific education policy that does not contradict Islam and its rules. These subjects like philosophy for example are taught to be refuted and show its fallacy, not one part of it is taught except with its refutation and fallacy.

This does not mean that this education policy is not concerned with experimental sciences such as Chemistry, Physics, Medicine, and Engineering, but it gives it close attention and introduces them in the different stages of education according to the need and age group, and branches are set up for them in higher education. It can take results from the other nations in these subjects and teach it in the schools and universities, but it will not include what contradicts Islam like the Darwin theory of evolution with the pretext of science.

For this to be achieved we must have state that governs us and takes care of our affairs according to rules that emanate from our creed, a state that acts as a guarantee to implement an education policy that preserve the Ummah's culture and identity just as the first Islamic state preserved it and carried it to the rest of the nations and people. It influenced them but was not influenced by their cultures and beliefs; it used to send scholars with the armies and have them stay in the conquered lands to teach the people Islam and the Arabic language. They used to open schools there in addition to the teaching in the Masajid. These schools were known by the name of the Sultans and Khalifs who opened them, like As-Salahiyah School in Al-Quds for its link to Salahudin Al-Ayoobi. The state took from the conquered lands the Madaniyah products (civilization) and the sciences that did not contradict Islam. Prophet Muhammad (saw) sent people to learn how to build the catapult from countries that pioneered their production, but he did not send any one to study the morals and values and culture of the Persians and the Romans. Umar Ibn Al-Khattab (ra) introduced the Diwaan to the Islamic state as an administrative style, which he took from the Persians without taking their culture.

This state will make education one of its first priorities and most dutiful responsibility as did Prophet Muhammad (saw) when he made the ransom for the prisoners of the Battle of Badr the teaching of ten Muslims reading and writing. This state will provide education for free and spend on it from Bait ul Mal of the Muslims, and it will provide the facilities required like laboratories, libraries, and other education styles. The state will supervise devising education curricula in schools and universities and unify it in private and state school, and it does not allow the existence of schools that teach the Western culture in Muslim countries. Moreover, it will disable the work of missionaries and corrupting foundations that enter our education institutes that seek to corrupt our children.

This will only take place in an ideological state that takes care of the people, and prepares the Muslims children to become scholars specialized in all fields of life whether in Islamic sciences, including Ijtihad, Fiqh, and Judiciary, or in experimental sciences: Engineering, Chemistry, Physics, Medicine, and others. Scholars who will carry the Islamic State and the Islamic Ummah on their shoulder to take its place as the number one state in the world and among nations. It will be a leading and influencing state with its ideology, and not a subordinate or agent state in its thinking. This state is the second righteous Khilafah (Caliphate) State on the Method of the Prophethood that is forthcoming, soon, by the permission of Allah (swt). Hizb ut Tahrir has put a clear vision of the education policy to achieve this objective, which is included in its constitution that it prepared and also the booklet "*Foundations of the Education Curriculum in the Khilafah State*"; both can be referred to, as they are too detailed to be mentioned here.

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