

Intervention of **Mr. Mohamed Gahche**
Deputy for Zone 6: America Asia and Oceania

Bill on
National Education

November 05, 2007

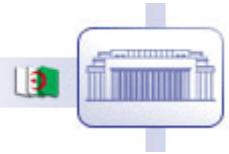
In the Name of Allah the Almighty and Merciful

- Mr. Speaker of the National People's Assembly
- Your Excellencies Ministers
- Colleagues and Fellow MPs
- Medias
- Honorable Audience

Might peace and Allah's mercy and blessings be upon you

Science is the light of brains, the vehicle of enlightened thoughts and the liberation of people from ignorance and darkness restrictions, with science people flourished and evolved.

- The first word revealed to the Prophet Mohamed, might peace be upon him, was "**Read**"
(Read in the name of your Lord who created, created the human from clots (leeches) Read and your Lord generous, who taught with a pen, taught the human what he ignores),
- As the saying goes (***scientists are heirs of prophets***)
- The poet Ahmed Shawki says
*(**Respect your teacher and venerate him**
the teacher was nearly to be a prophet)*



Studies have no limits, by learning we may see and breathe, have the measure economically, socially, politically and militarily. As the Prophet Mohamed, may peace be upon him (*be taught even in China*), this means seriousness and work and perseverance and even traveling a very long distance and a foreign language to request science and knowledge.

- How can we explain the rapid development of Japan, Thailand, Korea, Malaysia, India and other countries that have made science and knowledge as the only way to development and prosperity, for they have no choice due to the lack of natural resources?!
- How can we explain the price per ton of non modified or crude aluminum at \$600 US, and per modified ton at \$2,800 US and raises up to \$4,000 US per ton if modified into electric wires?!
- Or for example 1% of the Algerian Sahara surface may cover all the needs of Europe in energy if we develop solar energy.

The examples are many and various

The raw metal has been turned into modified ore or derived, this is possible through science and is not a coincidence. Therefore, investing in the knowledge economy is much better than investment in natural resources, and it will be optimal if they are combined.

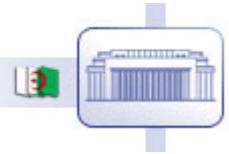
What is then our problem?

Mr. Speaker

Before I raise my question, or share with you or oppose you, I would like to be assisted by some of the articles provided in this bill, the "*Orientation Bill for National Education*."

Article 02: "to train the citizen being able to understand the world around him, to adapt himself to, and to influence it and be open to the world civilization".

Article 04: "to enable the people to master two foreign languages at least to be open to the world, as foreign languages are a means to consult the documentation and exchanges with foreign cultures and civilizations".



Article 05: “to train the citizen in initiating, creativity, adaptation and responsibility in his personal professional and civil life”.

Articles 33 and 59: “Learning is granted in Arabic at all levels of education, either in public or private institutions of education”.

How this is achieved and the great rate of university graduates in the last ten years – with all due respect – do not master neither the Arabic language nor the French language and not even another foreign language ?!

Science and technology have evolved with the scientific language which is actually English, the recent global statistics indicate that:

- 1- All the Arab world has published 202 scientific research
- 2- The whole French world has published nearly 9000 scientific research
- 3- While the whole English world has published more than 120,000 scientific research

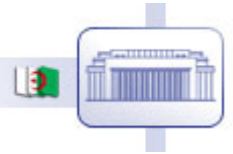
And according to the verse (*and above any science there is a scientist*) and (*are those who know equal to those who do not know*), so why we do not free our people to learn foreign languages for purely scientific matters such as: biology, mathematics, physics, chemistry, Informatics,...etc.

For example, in Turkey, there are schools in English language, schools in French language, schools in German language and schools in Turkish language; and the citizens have the right to choose.

Mr. Speaker

I would like to refer to some other observations:

Article 15: “The national education sector undertakes every action that would facilitate the adaptation and reintegration of school students from abroad returning to the homeland into the national school syllabuses, the National Education sector may coordinate with the national diplomatic missions abroad with the consent of the receiving State, to teach Arabic and amazigh languages, and the authentic culture of the sons of the national migrant community.



The existence of this article in force behind the Mediterranean sea (France and Europe), which we wish it will cross the Atlantic Ocean to have an effective role in the life of our community in USA and Canada and this by sending teachers or professors (attaché) to teach Arabic and the rules of Islam at the level of embassies and consulates.

At last, but not least, as the poet Mutannabi says:

*(At the level of men ‘ determination comes the will
At the level of honor comes generosity)*

*(Are magnified in the young’s eye its smalls
Are reduced in the eye of the great the greats)*

Finally, I thank the Ministry of Education and other ministries involved in improving and developing the educational system to be promoted to the global level.

Might peace and Allah's mercy and blessings be upon you.

Thank you.