Summary of the Teaching of Philosophy in the Islamic Republic of Iran

Philosophy in the National goals of Education
Education in Iran aims to “achieve social and national integration and cultivate social, moral and spiritual values with great emphasis placed on strengthening and encouraging the faith of the Islam.”

Primary education
Primary education in Iran is five years. Goals are:

- Stimulate moral and religious development
- Develop their creative abilities (and talents)
- Develop proper social behaviour

Weekly time allocation per grade in minutes

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Holy Quran</td>
<td>45</td>
<td>90</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Religious teaching</td>
<td>-</td>
<td>90</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Social studies</td>
<td>-</td>
<td>-</td>
<td>100</td>
<td>100-150</td>
<td>100-150</td>
<td>-</td>
</tr>
<tr>
<td>Art</td>
<td>90</td>
<td>90</td>
<td>100-150</td>
<td>50-100</td>
<td>50-100</td>
<td>-</td>
</tr>
<tr>
<td>Science and health</td>
<td>135</td>
<td>135</td>
<td>100-150</td>
<td>150</td>
<td>150</td>
<td>-</td>
</tr>
</tbody>
</table>

Population: 73,312,000 (2008)

Gross Enrolment Ratio:
- Primary: 128% (2008)
- Secondary: 80% (2008)

Percentage of GDP invested in education: 5.1% (2006)

Percentage of government expenditure invested in education: 18.6% (2006)


³ The GER is used in the education sector and by the UN. According to the UNESCO Institute for Statistics the definition of the GER is the “total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.” Its purpose is “to show the general level of participation in a given level of education. It indicates the capacity of the education system to enroll students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.” It is calculated by dividing “the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.”
⁴ Ibid.
⁵ Ibid.
⁷ Ibid.
Assessment
Students have to pass an exam at the end of every year to continue to the next grade. At the end of primary school (grade 5) there is a final examination.

Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools
Not available at this moment.

Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools
Not available at this moment.

Secondary education
Lower secondary education is from year 6 to 8. The main philosophy related goals are:
- Develop moral and intellectual abilities
- Strengthen habits of discipline
- Strengthen scientific imagination

<table>
<thead>
<tr>
<th>Subject</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persian literature</td>
<td>250</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Religious teaching</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Social studies</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Art</td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>The Holy Quran</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

After lower secondary education students have to choose between three three-year branches:
- Academic
- Technical and vocational education
- Kar-Danesh (Knowledge skill)

There are several philosophy related courses that are compulsory in all three branches. The total number of hours that has to be spend on every course over a three-year period is presented below presented below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Academic</th>
<th>Technical and vocational</th>
<th>Kar-Danesh (knowledge skill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Holy Quran</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Religious education</td>
<td>150</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

9 http://www.ibe.unesco.org/
<table>
<thead>
<tr>
<th>Subject</th>
<th>Humanities and literature</th>
<th>Mathematics and physics</th>
<th>Experimental sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persian literature and dictation</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Literary essays</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>History of Persian literature</td>
<td>75</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Geography</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economical and political geography</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>History of Iran</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>History of Islamic and Iranian culture and civilization</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economics</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arabic</td>
<td>75</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Logic</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sociology</td>
<td>75</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Psychology</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Biology</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
</tbody>
</table>

Students who choose the academic branch can further specialize within three fields:
- Humanities and literature
- Mathematics and physics
- Experimental sciences

The total number of hours that has to be spend on every philosophy related course over a three-year period is presented below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Humanities and literature</th>
<th>Mathematics and physics</th>
<th>Experimental sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persian literature and dictation</td>
<td>150</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Arabic</td>
<td>150</td>
<td>150</td>
<td>100</td>
</tr>
<tr>
<td>Social science</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Economics</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>History of Iran</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Biology, hygiene and environment</td>
<td>100</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Botanical biology  -  -  50
Animal biology  -  -  75
Biology laboratory  -  -  25
Geology  -  -  50

Students who finished the academic branch or the technical and vocational branch enter the one-year pre-university programme.

Assessment
Not available at this moment.

Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools
Not available at this moment.

Case studies of philosophy teaching in secondary schools: Philosophy related teaching in schools
Not available at this moment.

Identified programmes to provide teaching materials in philosophy
The Iranian website on P4C offers information and links for interested people with special focus on Persia audiences. Also the Iranian Curriculum Studies Association mentions the Philosophy for Children programme on its website. Finally, various P4C stories can be found in Farsi on the Internet.

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10 http://www.p4c.ir/index/e-ver.html
12 Please check http://www.childrenphilosophy.com/ and scroll to the bottom.
Excerpt from The Two Tulips in Farsi

"...کوک کان یوازی یکم دا دستان دوزه
(سال 8-6 سالی 5 رPercentage)
لایو پابلدو
پسران وردک ترد ودتشگان
راضایی هله
ه ارازش: اموزشی نه کته

وا اما که هم دسته نکشان لکویی… و تکیی دروغی گویی… مسائل در این دایا وضع صدادیدین گویی. وقتی راست مدت هنیه ارزش آنها است لدان داستان کلیدی سوال
همی سوال و هشگر تپت با اساسی نیز کشور از داده شده و وجود داستانی هر گونه و رتول نه از این داده‌ای امروزه امروزه همه هدف نیست در
واست درون در اولاق اولاعفلهدارد داده و هدفی و نزدیک بودن سوال ای دارد. هنیه یکه وان ردند

از ایامین سمؤین در کوککان که معمولی این به دهدها داده هنیه امروزه امروزه که دهدهام که دهدهام که دهدهام که

می دلگیر را اینگونه که دهدها اینه یکه وان ردند در دهدها داده هنیه امروزه امروزه که دهدهام که

می تمایل دیگهی همه وان ردند که دهدهام که دهدهام که

که که دگه مه یکه وان ردند که دهدهام که

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بکه که دگه مه یکه وان ردند که

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دیگه که دگه مه یکه وان ردند که

بکه که دگه مه  Links


http://www.childrenphilosophy.com/
http://hdrstats.undp.org/indicators/332.html
http://www.ibe.unesco.org/
http://www.prb.org/Countries/Cambodia.aspx
http://www.p4c.ir/INDEX/e-ver.html
http://www.witerbo.edu/analytic/Vol.27%20no.1/Teaching%20Philosophy.pdf

Acknowledgements

This summary was prepared by Arthur Wolf, and comments on initial drafts were made by several experts.