Summary of the Teaching of Philosophy in the Maldives

Philosophy in the National goals of Education

National goals of education the Maldives are:

- To develop capable persons with useful occupational skills, knowledge and attitudes for the national development with a sense of dignity of labour and for preserving environmental resources
- To promote social justice and equity by ensuring universal primary education and equal educational opportunity for all citizens
- To develop, within an education system based on Islamic principles, the awareness among all citizens that, as members of the nation, they are also part of the Muslim Ummah
- To promote a spirit of independence and self-reliance among citizens in order to enable them to improve the equality of their life
- To strengthen national consciousness and to preserve the culture heritage of the nation by promoting desirable cultural values, traditions and the national language
- To provide lifelong educational opportunities to all citizens
- To develop a sympathetic appreciation of the diversity and interdependence of peoples in the national and international communities

More specifically, the education in the Maldives aims to stimulate:

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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 enrol 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."

3 Ibid.
4 Ibid.
5 N/A
6 http://www.ibe.unesco.org/

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• Pupils’ physical and emotional development
• Cognitive development
• Social and moral development
• Skills development

Primary education
Pre-primary education lasts two years before primary education starts at the age of 6. Primary education lasts 7 years and is referred to as basic education. The curriculum consists of seven courses:

• English
• Dhivehi (the national language)
• Mathematics
• Religious education (Islam)
• Environmental studies (during the last two years of basic education environmental studies is replaced by social studies)
• Practical arts
• Physical education

An example of connecting the national goals with local goals can be seen in the following overview adopted from the website of Iskandhar primary school (grades 1 to 7), which was established in 1961 and now has over 200 pupils.
Assessment
Not available at this moment.

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
Secondary education consists of lower secondary, which lasts three years (grades 8, 9, and 10) and upper secondary, which lasts two years (grades 11 and 12).

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7 http://www.iskandhar.edu.mv/main/about_us/general_information.html

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Majeediyya School is an example of a secondary school offering education for grades 8, 9, and 10. Below are presented the mission statement, vision and objectives of Majeediyya school.

**Mission Statement**
To prepare students for life, to acquire the skills, knowledge and values to become useful and responsible citizens with Maldian identity, in line with the principles of Islam and with a broader outlook and also to turn out a large possible number of them with tools and skills to pursue higher education.

**Vision Statement**

1. Constant and unobtrusive attentiveness to the total well being of all our boys.
2. Care for the development of these skills by which our students can acquire knowledge and understanding, namely the skills of listening, reading, writing, speaking, observing and calculating.
3. Encouragement of and training in, the power of clear thinking, and clear orderly expression with opportunities for the exercise of creative abilities.
4. Concern for the growth of a keen sense of responsibility. Care for the growth of the aesthetic sense, together with an active interest in cultural pursuits.
5. Concern for proper behaviour on the part of our boys together with a genuine sense of respect.
6. To prepare our students as the citizens of tomorrow.
7. To counsel and prepare the students to choose and compete for technical and professional courses.
8. Exposure to the current economic, ecological and scientific developments.

Assessment
At the end of secondary education students will take the University of London General Certificate of Education Ordinary Level (GCE O-level) and the Advanced Level (A-level) examinations. There are also two national examinations called the Secondary School Certificate, which is for Islamic Studies and Dhivehi) and the Higher Secondary School Certificate examination.

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

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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
Not available at this moment.

Links
http://stats.uis.unesco.org/unesco/
http://www.ibe.unesco.org/
http://www.iskandhar.edu.mv/main/about_us/general_information.html
http://www.majeediyya.edu.mv/Introduction/missionstattement.htm

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