Summary of the Teaching of Philosophy in Papua New Guinea

Philosophy in the National goals of Education
Education must stimulate the development of “a strong moral value system, which places emphasis on personal integrity, the equality of all members of society, and the importance and relevance of traditional values in modern life.”

Linguistic diversity must have implications for the variety of concepts and ideas taught in Papua New Guinea (PNG), as there are over 850 approved languages of instruction.

Primary education
The most recent approved curriculum (1999) includes the following philosophy related goals in the primary curriculum:

- A renewed emphasis on social, cultural, spiritual, moral and vocational education
- A community orientation which emphasizes the skills that children need in order to contribute to the development of their own communities

Gross Enrolment Ratio
Primary: 60% (2002)
Secondary: N/A
Percentage of GDP invested in education: N/A
Percentage of government expenditure invested in education: N/A
Compulsory Education: N/A

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 N/A
4 N/A
5 N/A
6 http://www.ibe.unesco.org/
The weekly time allocation for courses that can include philosophy related goals is presented below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
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<td>-</td>
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<tr>
<td>Community living</td>
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<td>180</td>
<td>210</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Religious instruction</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<td>60</td>
</tr>
<tr>
<td>Life skills/Physical education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>240</td>
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<tr>
<td>Social science</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Arts (and crafts)</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>180</td>
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</tr>
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</table>

Source: Department of Education, 2002

Assessment
Not available at this moment.

Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools
An excerpt of the philosophy related primary course Culture and Community is presented below.

Subject: Culture and Community

Ethics, morals and values

Every community has a set of values that guides the actions of its members. In Elementary education, the development of values is an important part of social growth and an aspect of learning, which needs great care and attention. Elementary education is a good place to start developing students’ moral sense so that their decisions and actions will be for the good of their society in later years. Papua New Guinea communities have always had moral systems in their societies. Christian morality was introduced over 100 years ago. Most of the communities today are developing moral systems based on their own and Christian ethics.

Students develop:

- a better knowledge of their own culture and community
- social skills such as working together, sharing ideas, exploring the world around them and questioning how and why things work
- some knowledge of their basic needs and how to satisfy them
- the ability to maintain safe and healthy lifestyles

• attitudes of pride in their own culture, work and values such as cooperation, kindness, trust, respect and honesty
• knowledge, skills and attitudes in preparation for entry into Grade 3 in Lower primary.

Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools

The subject **Society and Environment** is a philosophy related subject. It deals with:

• People and the society in which they live
• The systematic investigation of personal, social and environmental worlds
• Learning about the past, investigating the present, and considering the future of people, their societies and their environment

Below is an overview of the programme and its outcomes⁸:

Students will develop skills and understandings to investigate and explore important social issues, make decisions, work cooperatively, and build their knowledge of their history, their land, their society. Knowledge and understanding about human society and environment will develop as students study:

• organisation of people into groups and the rights, roles and responsibilities of
• people as they interact within groups
• the contribution of culture and heritage to identity and the nature and
• consequences of cultural interaction
• people’s interaction with their environment and the ways in which people
• represent and interpret place and environment
• relationships between people and events, through time, and perceptions of these
• relationships
• allocation and management of resources and participation in economic activities.

... **Be Self-Directing**

Society and the Environment develops in students the skills of reflection which is a vital process for students to grow as learners. Coupled with the skills of gathering and organising information the student has constant opportunities to practice responsible self direction. In addition, much of the Society and Environment curriculum is concerned with allowing students to learn about how people live in other places and times. These understandings help students to develop high levels of self awareness.

... **Communicate Effectively**

Society and Environment provides the opportunity for students to practice and develop their communication skills in gathering information by reading and listening and from a wide range of diverse media and presentation techniques.

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⁸ [http://www.iea.ac.pg/](http://www.iea.ac.pg/)

This draft country briefing was prepared for comment by RUSHSAP, UNESCO Bangkok. Comments are welcome to rushap.bgt@unesco.org
... Behave Ethically
Ethical behaviour rests on a clear understanding of the values and practices held in each society and culture. By exploring these, students find models for their own behaviour. They become aware of the nature of ethical behaviour in their own and other cultures, of the basic elements which transcend culture.

... Work Collaboratively
Society and the Environment helps students develop simple to more complex skills of working with others in a culturally appropriate way. Students experience the satisfaction of being a productive team member and discover the advantages of joining forces with others to produce higher quality results. The curriculum also provides opportunities to learn about ways in which others have worked collaboratively in a variety of times and places.

... Analyse and Solve Problems
The study of Society and Environment is in essence a study of the way in which people solve problems in their relationships with others and with their environment. By learning about how these problems have been handled over time and in many places, students have opportunities to refine their own problem solving skills.

The society and environment programme consists of the following strands:

1. Time, continuity and change
   a. Helps students interpret and understand the relationship between human beings and events through time
2. Place and environment
   a. Understanding the contribution of heritage and culture to identity and also the nature and consequences of cultural interaction
3. Culture and heritage
   a. Developing students’ understanding and appreciation for the interdependent nature of people, society and their environment.
4. Resources and economic activities
   a. Developing students’ understanding and appreciation of society’s distribution, utilization and management of resources, and people’s participation economic activities.
5. Social organisations
   a. Understanding people’s organisation in groups and their rights, roles and responsibilities as they interact.

Below is an example from the Time, Continuity and Change strand for level one to five9.

9 http://www.iea.ac.pg/
<table>
<thead>
<tr>
<th>LEVEL ONE</th>
<th>LEVEL TWO</th>
<th>LEVEL THREE</th>
<th>LEVEL FOUR</th>
<th>LEVEL FIVE</th>
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</thead>
<tbody>
<tr>
<td>1.01</td>
<td>Understood ways in which time, important events and change affect people</td>
<td>2.01</td>
<td>Appreciate why the past is important to people and how past events change aspects of the lives of communities</td>
<td>3.01</td>
</tr>
</tbody>
</table>

**Contributing Outcomes**

- Identify changes which have affected family and community life (changes in clothing, transport, games and family activities and gathering food)
- Explore ways in which people's lives are influenced by time through seasons, days of the week, calendars and timetables
- Explore personal family events, milestones and stages in the lives of family members
- Identify special community events
- Explore events that people in a community experienced in the recent past and the distant past
- Appreciate the difference between the recent past and the distant past
- Investigate why people are interested knowing about their past and how it helps people to understand who they are and how they connect with their past
- Consider ways that past events changed or affected the lives of communities
- Explore why particular women, men, and children in the past are remembered
- Determine which ideas and actions from the past have changed the lives of other people
- Identify ways people can find out about their past
- Understand the consequences of ideas and actions of people in the past
- Investigate how people's experiences and activities have been recorded and how people use records to learn from people in the past
- Identify the cause of major events which have affected people
- Understand the reaction of different groups to major events from the past and present
- Appreciate how events impact on people's lives in different ways
- Identify the causes and consequences of major events on different groups
- Explore how events are linked through cause and effect
- Understand why different groups of people may experience the same event differently
- Understand ways in which past events influenced relationships between groups involved in those events
- Explore the extent to which past events and experiences continue to shape relationships between groups, today and in the possible future
- Understand how events can be linked to social movements.
- Identify individuals and groups whose actions may shape the lives and experiences of others in the future
- Appreciate how their actions are viewed
- Understand how the actions of individuals and groups are reviewed at different times
Student Learning In Society and the Environment

The area of Society and Environment involves the processes of inquiry, values development and exploration, and decision-making and action.

Students may work with one, two, or all three of the processes in any appropriate order during a particular study. In some studies, students may focus on the process of inquiry without extending their investigation into exploring values or considering possible decisions about action. However, because values are so fundamental to the actions of people and society, values exploration is likely to occur to some degree in most studies. And, in some studies, students will find it desirable or necessary to make decisions about what could or should be done about the issues that they are investigating. This will mean that students extend their study into decision-making and action.

As far as possible the active involvement of students in the planning as well as the implementation of programs undertaken is desirable to maximize levels of engagement and the authenticity of experiences. The involvement of students in the planning phase does not take away from teachers the responsibility to consider closely the outcomes and methods of achieving them. It does mean, however, that students take more responsibility for their learning and are therefore, involved in negotiating their learning environment. This approach provides a high level of motivation and allows education to be customised to meet the needs of individuals or groups.

Effective questioning has long been acknowledged as a valuable teaching technique and plays a major role in inquiry teaching/learning models. Open-ended questions, which have no right answer and hence generate discussion, are used often in classrooms to provide students with the opportunity to contribute without being restricted by the question itself. It is also a useful assessment tool, allowing teachers to tap into a wide range of students’ knowledge and experiences.

Like all good teaching techniques, open-ended questions should not be the only form of questioning employed by the classroom teacher. This technique is particularly useful in the implementation of Society and Environment. It is often necessary to ask a question which will focus a student on a particular aspect of their inquiry, or challenge their current thinking.

A student’s ability to ask effective questions is a valuable learning tool in Society and Environment. If students are to be able to take responsibility for conducting inquiries, making self-assessments, cooperating in groups, and evaluating their product they must be able to ask relevant and focused questions. It is necessary to provide students with opportunities to become aware of and practice their questioning skills, and part of the teacher’s role is to ensure this is included across a number of areas.


Secondary education

Secondary education consists of four years. Below is an overview of the weekly time allocation per grade.

<table>
<thead>
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<th>Subject</th>
<th>7</th>
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<tr>
<td>Expressive arts</td>
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<tr>
<td>Social science</td>
<td>-</td>
<td>-</td>
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<td>200</td>
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<tr>
<td>Religious instruction</td>
<td>80-160</td>
<td>80-160</td>
<td>120-160</td>
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</tr>
</tbody>
</table>

Source: Department of Education, 2002

**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**

Not available at this moment.

**Links**


http://www.ibe.unesco.org/

http://www.iea.ac.pg/

http://www.pngcurriculumreform.ac.pg/elementary/curriculum.htm

**Acknowledgments**

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