Summary of the Teaching of Philosophy in the Philippines

Philosophy in the National goals of Education

General philosophy related aims of the education system in the Philippines are:

- Provide a broad general education that will assist each individual in society to attain his/her potential as a human being, and enhance the range and quality of the individual and the group.
- To help the individual participate in the basic functions of society and acquire the essential educational foundation for his/her development into a productive and versatile citizen.
- Train the nation’s manpower in the middle-level skills required for national development.
- Develop the high-level professions that will provide leadership for the nation, advance knowledge through research, and apply new knowledge for improving the quality of human life.
- Respond effectively to changing needs and conditions through a system of educational planning and evaluation.

Primary education

Primary education consists of 12 years (aged 7-12). Primary education should prepare students to be “enlightened, disciplined, self-reliant, God-loving, creative, versatile and productive citizens in a national community.” The goals of primary education are:

- to provide knowledge and develop the skills, attitudes and values essential to the children's personal development and necessary for living in and contributing to a developing and changing social milieu.

Population: 87.960.000 (2007)
Gross Enrolment Ratio
- Primary: 109 (2007)

Percentage of GDP invested in education: 2.5% (2005)
Percentage of government expenditure invested in education: 15.2 (2005)
Compulsory Education: 6-12

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3. Ibid.
4. Ibid.
6. Ibid.
7. Ibid.
• to provide learning experiences aimed at increasing the children’s awareness of and responsiveness to the demands of society, and to prepare them for constructive and effective involvement
• to promote and intensify the children’s knowledge of, identification with, and love for the nation and the people to which they belong
• to promote work experiences aimed at developing and enhancing the children’s orientation to the world of work and creativity, and to prepare them for an honest and gainful work.

Although the curriculum guidelines are set out on a national level, it is up to the teachers to implement them, choose their resources, pedagogy, way of assessing and so on.

<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>Filipino language</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>English language</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>200</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Mathematics</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>300</td>
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<tr>
<td><strong>Makabayan</strong></td>
<td><strong>300</strong></td>
<td><strong>300</strong></td>
<td><strong>300</strong></td>
<td><strong>500</strong></td>
<td><strong>600</strong></td>
<td><strong>600</strong></td>
</tr>
<tr>
<td>Civics and culture</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social studies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>200</td>
<td>200</td>
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</tr>
<tr>
<td>Home economics and livelihood</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Music, arts and physical education</td>
<td>Part of Civics and Culture</td>
<td>Part of Civics and Culture</td>
<td>Part of Civics and Culture</td>
<td>100</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Values education, good manners and right conduct</td>
<td>Integrated into all learning areas</td>
<td>Integrated into all learning areas</td>
<td>Integrated into all learning areas</td>
<td>Integrated into all learning areas</td>
<td>Integrated into all learning areas</td>
<td>Integrated into all learning areas</td>
</tr>
</tbody>
</table>

Source: Department of Education (2002)

Science is integrated into English and Makabayan during grade 1 and 2. Science will include basic health concepts during grades 3 to 6. Makabayan serves to develop a self and national identity in individuals. During grades 1-3, the Civic and Culture programme deals with the relevant Makabayan competencies and topics. This includes character building activities, developing good behaviour, teaching values, good citizenship, and respect for one’s cultural heritage. Creative expression is stimulated through music, arts, physical exercise and games as part of the Civic and Culture programme. Work ethics is also developed through the Civics and Culture programme during grade 3.

**Assessment**

Not available at this moment.

**Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools**

Please check the box on the next page for the Philosophy for Children programme.

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

This draft country briefing was prepared for comment by RUSHAP, UNESCO Bangkok. Comments are welcome to rushap.bgk@unesco.org
Philippines' Roadmap to P4C

The Manila Department of Education, with the help of strategic partners (notably the University of the Philippines, College of Social Sciences and Philosophy) walked the path towards a new territory and it has covered a hundred miles. There were roadblocks along the way but by now, we know what strategic moves to make depending on the conditions of the environment. For teachers of Social Studies who wish to employ the community of inquiry in their classes, remember the challenges you may encounter in your own journeys. These are the challenge of untrained teachers, the challenge of a more complex and extended curriculum, the challenge of keeping up with standardized measures of achievement, the challenge of incorporating philosophical inquiry in lessons and the challenge of breaking from tradition. There are best practices, however, that may be practical answers to the obstacles along your path. These are the things that are currently happening in schools in terms of P4C implementation.

- Teacher Mentoring / Teacher Apprenticeship on the Community of Inquiry
- Immersion/Induction of teachers to Philosophical inquiry through guided practice during Learning-Action Sessions (LAC) sessions
- Collaborative partnership with other regions to cascade P4C in other regions
- Supervised implementation of Inquiry in the teacher’s own classroom
- Participation in a support system to discuss experiences
- Pooling of educational resources and materials to come up with culture based materials rich in philosophical content
- Preparation of lesson plans with detailed critical thinking questions for the analysis phase

On top of all these, it is important that there is a sense of commitment among the practitioners who will implement the program. It would ensure that the quest for developing lifelong learners shall continue in our schools. Speaking of commitment, a pioneer teacher of P4C, Jesus Antiquiera of P. Gomez Elementary School was judged one of Metrobank’s Outstanding Teachers of the Philippines. Last year she conducted a series of lessons showing how the community of inquiry is being done in English classrooms. Principals from various regions of the country were amazed at how the children were able to think critically and reason logically. As cited by Metrobank and educator observers, “her impact on children is remarkable. Her pupils have become an engaging group of reflective, creative and critical thinkers and philosophers who can identify good reasons, make distinctions and connections, formulate and answer probing questions”. When the Manila practitioners embarked on the P4C advocacy in our schools, we were always aware that our gains in terms of developing lifelong learners would not be quantifiable. Although we have statistical data of gains in reasoning and logical thinking skills of our students, these are but facets of critical and creative thinking. But when we observe our classes, we see students who are collaborative and interactive. We see democratic teachers and facilitators who are our equals in the quest for quality education. We see enthusiasm and group collaboration in our learning circles. […] It is an idea that says Philosophy and the community of inquiry could work well for Filipino children given good teachers. It doesn’t matter now who originated the idea. What matters is that those who conceived it made it happen. And it did happen in our own public schools.

Nancy Sta. Ana
Principal, Bacood Elementary School
Paper for Karunungan Festival II,
Manila, Philippines, August 29, 2008

Excerpt from the brochure Teaching Philosophy in Asia and the Pacific (UNESCO, 2009)
Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools
Not available at this moment.

Secondary education
Secondary education consists of four years (aged 13-16 years). The weekly time allocation is presented in the table below.

<table>
<thead>
<tr>
<th>Weekly time allocation per grade minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>Philippino language</td>
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<tr>
<td>English language</td>
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<tr>
<td>Science</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Makabayan</td>
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<tr>
<td>Social studies</td>
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<tr>
<td>• Year 1: History</td>
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<tr>
<td>• Year 2: Asian studies</td>
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<tr>
<td>• Year 3: World history</td>
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<tr>
<td>• Year 4: Economics</td>
</tr>
<tr>
<td>Home economics, agriculture &amp; fisheries, industrial arts, and entrepreneurship</td>
</tr>
<tr>
<td>Music, arts, physical education and health</td>
</tr>
<tr>
<td>Values education (Integrated into all learning areas)</td>
</tr>
</tbody>
</table>

Source: Department of Education (2002)

At this stage Makabayan aims to develop personal, social and work/special skills. It especially focuses on interpersonal skills, intercultural empathy, vocational efficiency, problem-solving and daily decision-making.

Assessment
Not available at this moment.

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10 http://www.ibe.unesco.org/
Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools

Although it is not officially part of the curriculum, P4C “was brought to the Philippines by John Holder who studied in Montclair State College, New Jersey, USA under Matthew Lipman and Margaret Sharp. The one who hosted the program introduced by Holder in the Philosophy department was Zosimo Lee who initiated trainings in PC. Elementary and high school teachers from public schools in Manila underwent the first level of training which aims to demystify philosophy, i.e. to show the practicality of philosophy. The second level taught teachers how to create a community of inquiry among their students. These teachers will teach their students how to think critically, analytically, freely and responsibly. In the third level, the teachers were and are being evaluated, until they are ready to train others also. Finally, aside from creating a community of inquiry among students, attempts to provide philosophical texts have been written in Filipino by the teachers themselves – for instance, stories rich with philosophical concepts. Though PC as shown above does not involve much of argumentation, it is instrumental to developing the ability to do critical analysis. It may even be considered a preparation to ILE.”

P4C Challenges

- One of things that was noticed in the first phase was that philosophy teachers also have to learn how to communicate philosophical reflection regarding contestable issues
- Follow-through of the training of the teachers such that their lesson plans incorporate Philosophy for Children topics and using the community of inquiry approach becomes habit for the teachers and students, to further enhance the teachers’ confidence in facilitating philosophical inquiry.
- Harnessing a group of philosophy teachers to participate in facilitating community of inquiry experiences
- Establishing cooperative ties with administrators and enlisting teachers willing to go through the fairly long and tedious learning process
- Developing local texts, stories that provoke philosophical inquiry and demonstrate the organic and natural development of a ‘community of inquiry’, relevant to and embedded in Filipino culture, and in Philippine languages
- Develop an evaluation instrument for thinking skills to measure qualitative change

Zosimo Lee
Department of Philosophy, University of the Philippines Diliman
Presentation at the High-Level Regional Meeting on the Teaching of Philosophy in Asia and the Pacific in Manila 24-25 May 2009

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

Specific cases of the human rights education programme are not available at the moment but other available information is already included here.

Human rights education has been part of basic education in the Philippines since the creation of the

12 http://web2.uwindsor.ca/faculty/arts/philosophy/ILat25/edited_Alvarez.doc p. 5

This draft country briefing was prepared for comment by RUSHSAP, UNESCO Bangkok. Comments are welcome to rushsap.bgk@unesco.org
Commission on Human Rights of the Philippines (CHRP) in 1987. The CHRP envisions “a Philippine society that deeply values the dignity of every person and fully respects human rights. The Human Rights Education Program Plan therefore, envisions to lay the groundwork for the continuous improvement of the human rights situation in the country and in raising the Philippine human rights standards by promoting the people’s rights through a continuing program of education, training and research.”

**Identified programmes to provide teaching materials in philosophy**

From 1997-2003 in the CHRP together with the Department of Education, Culture and Sports have been developing materials for all levels of basic education to be used as stand-alone subjects or to integrate into other subjects. At this moment materials are not available here.

**Links**


**Acknowledgements**

This summary was prepared by Arthur Wolf, and comments on initial drafts were made by several experts. In particular we acknowledge the assistance of Dr. Zosimo Lee of the University of the Philippines Diliman and Dr. Rainier Ibana of Ateneo University and Vice-President of the Asia Pacific Philosophy Education Network for Democracy (APPEND).

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