

An essay suggesting an inclusion of Values Education and Religious Education in
1. Kindergarden/Elementary Prep to Primary Schools curriculum and to
2. transfer the curriculum from Elementary Prep to Grade 6 education to be under
established Christian Churches around the country, PNG.

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(My personal and professional views).

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PARLIAMENTARY INQUIRY ON GENDER BASED VIOLENCE (GBV) IN PNG.

This essay on a sub-topic relating to the inquiry on GBV; "(b) Identify the immediate and long Term Measures to prevent GBV (including other violence), with focus on behavioral change for future generations."

There are three parts to this essay;

1. identify some main root causes of the GBV issue,
2. immediate and suggest future measures to take, and focus measures on behavioral changes in students before they leave school³.

PART 1. To identify some main local PNG causes of GBV issues in general

The main question that most parents and concerned citizens are asking is; what is the child learning from parents and leaders in the society?

Parents fighting, swearing, child neglect and abuse, competing, divorcing, telling lies, cheating each other, etc.

Politicians and leaders in general running around with people's money and telling lies, making promises and acting big man, living extravagant lifestyles, etc.

Popular culture is turning from "Abnormal to Normal" as educated and frustrated people are feeding the abnormal behaviors. They are contributing negatively to the new norms of society.

Social Media is contributing graphic images that may not be helping to fight but inciting the abnormal behaviors such as that in the recent Tari saga. The psychology of the front page is damaging. It may attract attention to buy the paper but what about the negative perception of the same. State sanction of graphic images is necessary.

Men maybe using vulnerable, ignorant, helpless women as targets due to neglected traditional and customary practices such as new arrangements of marriage of female of a deceased husband or separated husband.

Females are dehumanized as inferior to men in some parts of PNG. Men are given the best places to sit and eat and sleep even when the female is a bread winner.

The men are looked upon to make decisions for women. Men tend to group together and share their experiences.

Some men have been inducted in the Hausman and have learned customary ways and behaviors that be maintained for a lifetime. Some of these may not be useful and essential in the 21st Century such as family separation for long periods apart, separation of duties, cooking food separately, etc.

Selfworth and self identity crisis: multiple factors are at play in a persons life that maybe beyond a person to deal with. Such as pressure from parents to educated children to find jobs in urban areas as a repayment of investment of their child's education. Promise of employment after leaving school is no longer there thus causing frustration. About 70% of studnets leave each year to fend for selves while 30% continue higher education or further training. Formal education seems to be a waste of time these days. A child aims high but if that dream is not realised, then it was a wasted time and resources. The Education System seem to have misaligned objectives. Where are we targeting majority of our children to achieve at the end of schooling years of 10 - 16 years? PNG will not be an industrial nation for a long time to come. Why should PNG focus on Big Industries, Technologies and Technical Capital? The Extractive Industries will run dry one day. Our land will be desolate.

Where is our education focussed on? It seems to me that the Education Curriculum from KG/EP - G12 and into College/Universities is emphasising the Head Knowledge, Mental knowledge. It is about development of the reasoning power, cognitive ability. For what? We want to be competitive with Australians, Americans, etc? Only a few can match that. Most will only try. They have well established historical systems that support and feed/sustain self from KG-E-P-G12. We were a colony of another country. We recently gained independence and also adopted their systems of governance and administration. Because we adopted from others, we can only be Second Class.

There seem to be less emphasis on the Heart Knowledge, the Affective Knowledge //////////////////////////////////// and soft skills in the school curriculum. In other words, there is emon values expression. What has happend with teaching the of human soft skillsphasis and ddication to teach and learn the skills in schools such as in developing voice, singing, choir, musical talents, arts and crafts, sports, self grooming, self care, etc.

If 70% of school aged children from grade 8, 10, 12, Colleg e and University are leaving school with Head, Mental Knowledge and this is not accommodated in PNG economic system then where do we expect to see a release? A system must have an exit to release its excess steam, heat or pressure. A human system is a great design that works like any other complex system. It has INPUT and OUTPUT.

biologicalBelow issues are for those who do not live with their parents.

They try their best to find ways to make ends meet and to face challenges at an early age. Some commentators in newspapers have pointed fingers at parents and mothers saying they are responsible for their children. Yes, that is true but not all parents, fathers or mothers are the same. Some parents care-less and maybe heart-less after having gone through this very system of schooling. How about that Sepik father who took the lives of his 2 sons without any human heart and feeling last May 2021?

environmental influences

There are other children whose up bringing is through hardships and struggles. There may be many people in a house and there is always inadequate food for everyone. Some young people and students may be living far from their homes and villages, relations. They struggle to look after themselves in harsh environments and then to attend school. The challenges that such a child encounters and brings is totally different from the one who is coming from a comfortable house, bed and home and has plenty to eat, rest and wash and clean up properly. A child coming from a struggling environment and trying to make ends meet is a real daily challenge for those living in urban areas like Port Moresby. Schools may help these but they need additional help. Others who travel by road from a village also will face difficulties such as distance, rain and sunny days, hold ups along the way, fights with bullies along the way, etc.

students living without biological parents

There are many children in urban areas who do not live with their biological parents. In some cases fathers have deserted the children and their mothers. The children have found independent ways of survival by living off the streets or from others.

mismatched role models; where are students focusing their attention?

This is where students focus their attention on for their daily learning and survival needs; food, shelter, money, etc. Perhaps their mindsets are disturbed and not guided in their future choices such as careers, hobbies and interests, relationships with others, unable to discuss issues with significant persons in schools like counsellors, watching a lot of movies to keep busy, drinking alcohol at an early age, joining cult groups as a means of identity with a group, etc.

GBV is a sign of a social disorder in society. It needs to be seriously realigned.

We have to find a way to accommodate the GBV and social pressure on society. One way perhaps is to consider the fact that Ethical, Moral and Value decisions are made every day in all human affairs in society.

If there is lack of emphasis on Values Education in Kindergarden / Elementary Schools, Primary Schools, High Schools (Sec. Sch. & NHS) and in some Colleges and Universities, then there is need for correction.

Some countries experiences.

Some countries have gone through similar experiences like PNG. For example, lower level schools in Malaysia have done same with their system schools to instill values education. our neighbors have explored somethings in teaching of Values Education and Ethics in children at Elementary and Primary Schools. PNG can learn from these experiences.

But first, find out where is our direction and what values are we portrayng in our current education system and teaching curriculum from Lower Levels up to Gr12?

Greek Philosopher once said;

"Education of the mind without education of the heart is no education at all."

Great Aristotle

(370-322), a

PART 2. Some ideas for future measures to take

The final frontiers in PNG's history and development is not with science, maths and technological knowledge but to know and appreciate a human being in this competitive and demanding world. Who is this being we refer to as a female or a male? It is a crucial time to learn about self before venturing into the future. To know is to learn about and have special knowledge about something. In this case we want to know who this being is. It is also time to protect and educate children about their rights, information and good values that give expectation and desired values in return.

Western Developmental Psychologists suggest that the **ages between 1 and 10 are very critical and sensitive for formation of character, values and perception in a life time.** In the case of values, if we have given less attention and emphasis on values to our children in that early critical age then we have lost another generation. Sir Winston Churchill, British Prime Minister during WW2 said this after the war that;

**"Empires of tomorrow
will be empires of the mind."**

He was following the ideas proposed by . He was looking into the future of technology, radio waves, internet, human intelligence, electricity, etc. and relations in mathematical equations cognitive knowledge, thinking, reasoning and He was suggesting that the

education systems would be teaching skills and knowledge that emphasised the development of the mindsets

Rene Decartes (1595- 1650), a French Philosopher and Mathematician) who said:

"I think therefore, I am."

This is about self-centred education of the mind and its focus. The Bible in Proverbs share the same sentiment earlier than this. It says; **What you think is what you get.** In other words, a human being is nothing but a thinking being. Take-away that and you have nothing left. It includes reasoning, inquiry and the scientific method that has influence educational systems around the Western World for generations. PNG is caught up in this traditional perspective as a colony of England and later of Australia.

"Education of the mind without education of the heart is no education all."

Be mindful of Aristotle's dictum that suggests;

Aristotle foresaw what the issues would be in the future and told us before hand that if we concentrate on man and his mindset and its thinking capacities, we will certainly encounter social problems. The developed nations have accommodated this and blended their education system well in early child education. Eventhough they are individualists they have equal consideration for other fellow man. Everyman has a right to live the way they choose to live. Values Education, Morals and ethics is blended into their curricular activities as a total package. Do we have that in PNG?

PART 3 Conclusion and recommendations

The immediate action I see is to do a review on teaching of Values Education and Religious Instruction in Lower to G12 education.

In addition, DHERST should review Ethics and Morals courses or aspects of it in Higher Learning Institutions. Such a review will give an indication of the lack of Values Education and Ethics and Morals in schools and higher learning institutions around the country. There may be disparities in teaching and learning of these in schools and higher learning institutions. Many students may be lacking ethics and morals and Values Education before they enter the workforce or the community in general.

PNG is a nation of religious mysticism and pantheism, that all things are alive and have gods. Recently, citizens have gone into cult activities. However, we opted to align with the God of Abraham, Issach and Israel. Thanks to late Grand Chief Sir Michael Thomas Somare for making a formal declaration that PNG is a Christian Nation.

Yes, we are unique people with over 860 languages and over 1000 tribes. We belong to this Great Nation called Papua New Guinea. We love this nation and we will live here and die here. Our adoption of other systems is due to the influence we have received through education from them. We go to Australia and UK and USA to get their education and we return to PNG to influence our people through the education systems we inherited and were taught in. We have NOT aligned our mindsets to our inheritance and value systems.

We have problems with Gender Based Violence (GBV), Intimate Partner Violence (IPV), Sorcery related murders, Sorcery and Sexual Violence (SASV) and all of those kinds of violence. Where do these originate or come from? I think it is from the lack of **understanding on MIND and BODY** problem which is an ancient philosophical problem that philosophers and theologians (the church) have grappled with for centuries.

The laws that we design now may not solve the problem because it is a deep spiritual problem. We are using a Western Eye Lense to see a problem in PNG. The cultural context will differ. It is a cultural problem that has roots deeper than the Western Eye Lens. The Westerner sees it in their rationalist eye lense, the reasoning ability. Some people in PNG say "...it is only in the mindset." This is the Westerners view. It may be partly half truth and partly from ignorance.

GBV may have multiple factors .outcome is thinfluencing We have to look again at ways to instill values with our children at an early age. We cannot allow children to pick these values up along the way. They will get side tracked and confused. We cannot allow our children to learn from "street preachers" to shape their values. We should help the church schools and others who are teaching values education to continue but with more emphasis and support with infrastructure, buildings, such as books, videos, experienced personnel and mentors, etc.

Some nations like Japan see early childhood education as very essential and significant because the child will reflect or mirror; 1. personal values and 2. traditional norms and dominant culture.

PNG leaders must take heed and bring a lasting change for a better nation. The future is ours if we act to make it happen now. As **Henry Ford** said:

." I chose Yes. Lets change for the future good of PNG. **oneseo**"**Yes and No are both right answers. You have to cho**

Finally, the Chinese say;

"Give me a fish and I eat for a day. Give me a fishing line and you have fed me a life time."

The curriculum on Values Educations and ethic should be give as a fishing line to the young child when s/he is between ages 3 - 10 years. This is before proceeding to later years of study. In other words, head knowledge and standard ways to calculate answers can come late in a childs life instead of bombarding them at an early age with logical reasoning, factual reasoning, systematic reasoning, etc. all these are MECHANISTIC approaches that should appeal to technologies and robots. Humans have more value than robots and machines. We should instill and give them the human values they deserve and should have first.

Recommend immediate measures:

- a. National Dept of Education reviews all PNG lower level school curriculum from Kindergarden and Elementary Prep to Gr12 to ascertain whether the teaching and assessment of Values Education such as tolerance, respect, gender equality, value of human life, hardwork, concept of right from wrong, etc are covered in the formal curriculum.
- b. DHERST to review colleges and universities subjects in each department, faculties and schools (different levels from first year to final year of study) to ascertain whether ethics and moral courses (or aspects of it) are being taught and assessed.
- c. Reports be submitted to Parliamentary Inquiry Committee within a month of assignment.

Recommend future measures

- a. if lower levels of education do not have sufficient time (more than 3 periods a week) or lack a curriculum to teach **values education and religious education** courses then;
 - i. Education Dept should look at designing a curriculum for Values Education and Religious Education to be done immediately

- ii. Education Inspections and Guidance Section be responsible for the design of new curriculum with schedule of work and checking on the progress of curriculum design within a year
- iii. Curriculum trials around the country should be done for a few during a year
- iv. Head Teachers and Inspectors should be tasked to monitor and enforce the trial of the new VE curriculum and support with relevant materials.
- v. Inspections and Guidance report their findings to Parliamentary Inquiry Committee

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ethics in schools on orate Inspectorate

- c. Establishment of a National Values Institute (NVI). Its task is to sanction Values, materials and texts on gender, and monitoring body that focuses on education values, ethics and christian values in education and training. Its responsibility be focussed on Values Education and Ethical Practises in all institutions.

This should be with reports to a NVI in church schools through this relationship.

- v. Funding will be handled by each church Christian Ethics teaching of This partnership should be reviewed, extended and include **EP - Grade 6 schools.** Infrastructure Development can be sourced for funding projects
- iv. **i PNG.** Christian Ethics.
- ii. Most of these church schools have existing curriculum that can be adopted and immediately implemented after approval and checking processes are completed
- iii. There is **current arrangement with Government and Church Partnership** in the country are well established and teaches church. Most Christian Ethics to teach y Church Schools be given responsibility **provinces.** The **several in with establishments churches registered recognized and to schools**
- b. **Parliament to consider passing a Bill to transfer all Elementary (EP) to Grade 6**

from NVI be direct to Parliamentary Committee. It should also do research on value issues apart from inspection and monitoring. All reports and tertiary institutions.