

Christian & Citizenship Values Education

**Syllabus
Grade 9**

Standards-Based

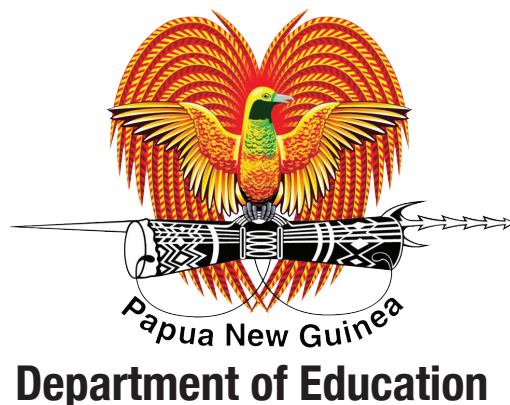


Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Christian & Citizenship Values Education Syllabus Grade 9

Standards-Based



Issued free to schools by the Department of Education

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Contents

Acknowledgements.....	ii
Secretary’s Message.....	v
Introduction.....	1
Aims and Goals of Standards-Based Curriculum.....	3
Overarching Curriculum Principles.....	11
Inclusive Curriculum.....	16
STEAM Rationale, Aims And Goals, And Guiding Principles.....	25
21 st Century Knowledge, Skills, Values and Attitudes as enablers to STEAM Education/Curriculum.....	27
Rationale, Aims and Goals, and Guiding Principles of Christian & Citizenship Values Education.....	28
Guiding Principal.....	30
Catering for Diversity.....	34
Foundations of Christian & Citizenship Values Education.....	40
Essential Non-cognitive Skills for Lifelong Learning.....	48
Teaching and Learning.....	51
Importance of the three learning domains.....	55
Non-cognitive Skills in Teaching and Learning in the Christian and Citizenship Values Education(CCVE) Curriculum.....	61
Content Overview.....	71
Content Standards, Benchmarks, and Evidence Outcomes.....	72
Assessment, Reporting, Monitoring and Certification.....	84
Glossary.....	98
References.....	100
Appendices.....	102

Secretary's Message

The National Department of Education is responsible to provide an appropriate and relevant national curriculum that enables it to achieve its objective to facilitate and promote the Integral Human Development (IHD) and lifelong learning of every individual. The Department is also responsible to provide a curriculum that appreciates the diverse Papua New Guinean ways, cultures and traditional values and embraces the Christian values; supported by relevant and sufficient learning materials, that prepares literate, skilled and healthy citizens, trained to their fullest potential to acquire globally comparable skills and knowledge required to lead productive and healthy lives. A national curriculum must also prepare young adults and future generations to contribute meaningfully to the national economic and social development of the nation (NEP 2020-2029). It must also tap on individual talents and ingenuity to prepare them for jobs that have not yet been created, for technologies that have not yet been invented and to solve problems that have not yet been anticipated.

The Standards-Based Curriculum of Papua New Guinea aims to prepare students for careers, higher education, and citizenship and to provide all children with an equal opportunity to achieve high academic standards that are internationally comparable. It also aims to motivate and prepare students to pursue careers in the Sciences, Technology, Engineering, Art and Mathematics and Humanities and Social Sciences and to pursue courses in higher education institutions in their related fields. The Standards-Based Curriculum also focuses on developing and equipping very individual student with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives.

The introduction of the Christian and Citizenship Values Education (CCVE) curriculum into the school system in the Standards-Based Curriculum is to ensure that there is an appropriate available curriculum that appreciates Christian and traditional values; with globally compatible and comparable set of learning standards which all students are expected to achieve; and has national curriculum standards and grade-level benchmarks which have been written to provide students with CCVE related experiences both in and outside of the classroom.

The CCVE curriculum aims to help students understand why Godly, Spiritual, biblical, moral and ethical values are important in shaping them to be sound and genuine individuals so that when they exit from the education system they have a sense of who they are and their origin in respect of Godly and Spiritual values, Christian principles, their traditions and customs, cultures and beliefs, and show tolerance to an acceptance of PNG's diversity (NEP 2020-2029 Focus Area 9).

Teachers are encouraged to read and understand the subject content standards so that inclusive, innovative, relevant and appropriate teaching programs are designed to help the students learn these values. It is important to note that CCVE learning starts in the family and therefore teachers are encouraged to engage the involvement of all stakeholders in the teaching and learning of CCVE curriculum to help students to be active learners through active

participation and acquire Christian citizenship knowledge, skills, values and attitudes. The teaching and learning and assessment of the CCVE curriculum greatly emphasises the affective domain.

Teachers must note that this syllabus does not contain the Christian Religious Education (CRE), Christian Religious Instruction (CRI) and Spiritual Religious Education (SRE) content. However, the three (3) conceptual frameworks presented in this syllabus serve as pathways for learning to be inclusive, and teachers are still encouraged to embrace them as complementary to the teaching of CCVE. As God fearing citizens, we have a duty to teach CCVE curriculum values to our children to be good citizens.

All Grade 9 teachers are instructed to use the syllabus in their teaching. I commend and approve this syllabus as the official curriculum to be used in all schools throughout Papua New Guinea.



UKE W. KOMBRA, PhD, OBE
Secretary for Education

Introduction

The Christian and Citizenship Values Education (CCVE) is a new subject introduced in the Standards-Based Curriculum (SBC) and is mainly focused on Godly, Spiritual, biblical, moral and ethical values. The subject is introduced to address personal, citizenship and character issues and moral decays.

The CCVE subject consists of civics, citizenship, moral and Christian values. It provides the content that is important for the development of the foundations of a person's character. It takes into account the importance of civil society and citizenship education and Christian principles and values as an integral part of the CCVE.

The CCVE subject focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behavior and attitudes towards themselves, their communities and societies, and the environment as good citizens.

The subject also emphasises the use of the cognitive and affective domains to teach children to appreciate nature and diversity concerning their cultural, regional, religious, socioeconomic, and gender with respect for themselves, others, and their environment. While the family plays a significant role in shaping moral development in a child, the school also plays an equally important role in equipping him/her with knowledge and life skills, and nurturing correct attitudes so that he/she will develop into a morally upright, caring and responsible individual and citizen.

CCVE Syllabus is based on the contexts of the PNG as a nation and belonging to a region in the world, and which is relevant for the students learning in Grade 9. The syllabus outlines the standard statements which help students learn in these different contexts to be good citizens.

The standards in the CCVE syllabus link the content to the content in other subjects taught in Grade 9 which include English, Mathematics, Science, Social Science, Arts, Agriculture, Business Studies, Character & Social Development, Physical Education and the Technology and Industrial Arts. Teachers are required to thoroughly read and understand the standards so that appropriate, inclusive, innovative and relevant teaching programs are designed to help the students learn citizenship values. As such, the subject demands teachers to use integration teaching pedagogies and learning strategies to achieve the desired learning outcomes of CCVE curriculum.

The CCVE content is based on different contexts and embraces STEAM teaching and learning to provide the students the opportunity to use Science Technology Engineering, Arts and Mathematics to actively participate in their civic roles and responsibilities in their communities.

The teaching and learning of the CCVE curriculum emphasizes on the affective domain and thus the assessment of the CCVE curriculum places great emphasis on the equal consideration of the importance of the cognitive, affective and psychomotor domains of learning.

Teachers are encouraged to plan and aim to teach and assess the essential values, attitudes, skills and knowledge (VASK) of CCVE curriculum through the students' active participation, engagement and involvement with respective stakeholders, parents, the school and the community. Active participation helps students acquire citizenship knowledge and attitude.

Aims and Goals of Standards-Based Curriculum

The national curriculum aims and goals articulate the outcomes that will be achieved in the long-term and the medium-to-long term learning results. These will be achieved if the curriculum is efficiently implemented. However, other factors that will contribute to achieving this aims and goals will require simultaneous implantation of enabling policies and system reforms support. The SBC aims and goals embed the important knowledge, skills, values and attitudes that all students are expected to acquire and master to effectively contribute to their societies as citizens.

The formulation of the aims and goals was informed by evidence from the situational analysis of social, economic, political, technological, and philosophical contexts and research. They were also informed by significant national policy frameworks such as the Vision 2050, PNG's National Goals and Directive Principles and broader international policy frameworks such as the Sustainable Development Goals (SDGs), International Conventions such as the UN Conventions.

The Ultimate Aim

The ultimate aim of Standards Based Education (SBE) in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. To achieve this aim, a number of enabling aims and goals were formulated based on evidence. The ultimate aim of SBE in PNG and the enabling aims and goals are closely linked. The enabling or operational aims and goals are described below.

Aim 1:

Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.

Goals

Students will be able to:

- (a) obtain prerequisite knowledge and skills and cultivate and foster important values and attitudes required to effectively function in a higher education and training environment.
- (b) achieve high language, mathematics, science social science, moral, values, and ethical, creative and vocational skills, and citizenship standards that will ensure a smooth transition from secondary school to higher education and training institutions.

Aim 2:

Students will achieve high standards in Language, Mathematics, Science and Technology, Social Science, Civic and Citizenship Education, Character and Social Development, and Skills Education (Creative, Physical, and Vocational skills).

Goals

Students will be able to:

- (a)** acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as a basis for living a fulfilling and a productive life in the communities in which they choose to live.
- (b)** understand and apply mathematical reasoning, processes, formulas, and concepts to solve mathematical problems.
- (c)** examine and apply scientific reasoning, processes, and concepts to improve real life situations.
- (d)** aware of scientific standards and methods and their application across all branches of science.
- (e)** aware of logical and abstract thinking in the formulation of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life.
- (f)** explain the connection between science and technology and recognize the importance of technology in the development of communities, the improvement of peoples' lives, in communication, and industry.
- (g)** acquire fundamental knowledge and skills to build and market different types of technology.
- (h)** communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures.
- (i)** aware of their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and to community and national development and well-being.
- (j)** acquire knowledge, skills, values and attitudes required for learning and practice of creative arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living.
- (k)** recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.

Aim 3:

Students will attain both regional and internally comparable standards in literacy and numeracy.

Goals

Students will be able to:

- (a) acquire essential reading skills to enable them to learn to read and read to learn throughout their lives.
- (b) learn basic skills of writing, comprehending and evaluating information, following instructions, analysing others writing, and communicating with others.
- (c) learn and apply basic mathematic skills in real life situations to improve their own personal growth and the advancement of their communities and the nation.

Aim 4:

Students will develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.

Goals

Students will be able to:

- (a) recognize and critically analyse the situations that oppress and marginalize them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing.
- (b) develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good.
- (c) develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development.
- (d) interpret language and cultural expressions attributed to oppressed and marginalized groups by dominant and powerful groups and challenge these in order to improve their situations.

Aim 5:

Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.

Goals

Students will be able to:

- (a)** value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working and development conditions.
- (b)** obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, lifelong learners, and knowledge-based workers capable of functioning in a changing world and work environment.

Aim 6:

Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth and development, and the quality of life for oneself and others.

Goals

Students will be able to:

- (a)** think sensibly for themselves and to develop as individual members of a community.
- (b)** develop and foster an attitude towards continuous learning as a basis for improving one's own knowledge, thinking, practice, value and belief system and hence improve life outcomes.
- (c)** cultivate a positive attitude towards research, reflection, and critical analysis as bases for lifelong learning.

Aim 7:

Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.

Goals

Students will be able to:

- (a) value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities.
- (b) use effective communication skills and think creatively in a rational manner and develop better problem solving and decision making skills at appropriate levels and ages.
- (c) examine in-depth problems at hand by collecting and using evidence to make informed decisions about the best strategies to address the problems and achieve results that are satisfactory to all stakeholders.
- (d) become happy, healthy and useful members of their society.
- (e) analyse the principles of democracy, how a democratic government works, citizen's democratic rights and responsibilities, and the weaknesses and the strengths of the democratic ideology.

Aim 8:

Students will foster an understanding and an appreciation of PNG's many cultures and languages, their influence on the construction and representation of Papua New Guinean's identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.

Goals

Students will be able to:

- (a) have pride and responsibility towards their cultures and languages, and preserve and promote one's identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international.
- (b) communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement.

- (c) investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

Aim 9:

Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.

Goals

Students will be able to:

- (a) cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment.
- (b) help develop and sustain Papua New Guinea's environment and its physical and human resources, for the benefit of current and future generations.
- (c) become wise guardians of Papua New Guinea's resources.
- (d) act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.

Aim 10:

Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.

Goals

Students will be able to:

- (a) demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood.
- (b) show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as prerequisites for healthy living and life style.
- (c) investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.

Aim 11:

Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.

Goals

Students will be able to:

- (a) appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make.
- (b) aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.

Aim 12:

Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.

Goals

Students will be able to:

- (a) acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living.
- (b) explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment.
- (c) foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

Aim 13:

Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.

Goals

Students will be able to:

- (a) learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world.
- (b) demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities.
- (c) develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings.
- (d) show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

Overarching Curriculum Principles

Curriculum Principles focus attention on the important philosophical, social, economic, political, cultural, technological and environmental contexts that must be addressed when developing curriculum and implementing curriculum at all levels of schooling and education. These principles are based on the significant values and beliefs of teaching and learning and how these principles guide survival and human growth for human existence and advancement.

Integral Human Development

The Philosophy of Education for PNG as described in the *Education (Amendment) Act 1995* (No. 13 of 1995 Section 4(1)(a)) and NEP 2020-2029 vision acknowledges the National Goals and Directive Principles in the National Constitution and is based on facilitating and promoting the integral development of every individual:

- *integral* in the sense that all aspects of a person are important;
- *human* in the sense that social relationships are basic; and
- *development* in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skill, and goodness.

Integral human development is the ultimate goal for every person who receives education and will result in every person being dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the national curriculum must integrate and maximise socialisation, participation, liberation, and equality;

- is based on an awareness of the human potential and the willingness to develop this potential so that each individual can solve his or her problems, contribute to the common good of society, and maintain, promote, and improve learning and living; and
- presumes the goodness and dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline, and a sense of responsibility for oneself and others.

PNG is a rapidly changing society and faces many challenges. To face this effectively, an individual must strive to become an integrated person and to work with others to create a better community.

The process of integral human development calls for a national curriculum, which helps individuals to:

- identify their basic human needs;
- analyse situations in terms of these needs;
- see these needs in the contexts of spiritual and social values of the community; and
- take responsible action in cooperation with others.

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school, and community. Within the national curriculum, the teachers must integrate knowledge, skills, and attitudes to allow students to achieve the desired outcomes of integral human development.

Relevance

For the national curriculum to be relevant it must be aligned to the ultimate aim and the operational aims and goals of education. It should ultimately contribute towards the preparation of children for careers, higher education, and citizenship. In addition, it should enable all children to achieve high and comparable academic standards and contribute towards the attainment of the envisaged level of education quality.

The majority of students will leave school at the end of Grade 7, 10 or 12. They should be equipped with career or work readiness knowledge, skills, values and attitudes before they leave school to enable them to seek appropriate careers either by being employed by someone else or by creating their own employment. Career related knowledge, skills, values and attitudes should be taught and reinforced by all subjects and all teachers from prep to grade 12. STEAM provides an important pathway for students to acquire the essential knowledge, skills, values and attitudes required for careers, particularly in STEAM related jobs. STEAM skills and knowledge should be integrated into the national curriculum and taught across all subjects to provide opportunities for students to progressively learn and become proficient in them before leaving school.

The national curriculum should focus also on preparing students for higher education. Higher education readiness knowledge, skills, values and attitudes should be integrated into the national curriculum for all grades and school levels. These should be targeted at closing the knowledge and skills gaps between the general and higher education. Students are expected to progressively learn and master the essential higher education preparedness knowledge, skills, values and attitudes to enable them to make a smooth transition from grade 12 to higher education. These knowledge, skills, values and attitudes should prepare them to effectively function in the higher education environment.

Furthermore, the national curriculum needs to prepare students for citizenship. All children should be expected to learn and master the essential citizenship preparedness knowledge, skills, values and attitudes before they leave school. These are important for shaping students' characters and enabling them to live and work as useful, caring, and productive citizens. Students should be prepared to carry out their civic and citizenship responsibilities and contribute to the creation and fostering of safe and peaceful communities, and caring and living harmoniously with the environment and people of other cultures and backgrounds.

Multiculturalism

PNG is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and values. As a multicultural society, we must protect, promote and respect our many cultures and languages and learn to respect and appreciate the cultures and languages of our fellow Papua New Guineans. There are many people from our own ethnic groupings and from other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world as global citizens.

Ethics, Morals and Values

PNG is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families, villages, and other economic groups and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, school, church, community and the world beyond.

The Right to Healthy Living

The health status of PNG is very low. All citizens have a right to a healthy life. Factors such as clean water, a nutritious diet, improved sanitation, and appropriate and better local health services are essential for a healthy life style. Students need to learn the values, attitudes, skills and knowledge that will help them become productive, healthy and contented citizens. They need to be given a set of skills that will enable them to improve their own and their community's health as well as improve the health status of PNG. The national curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation-building to be done. Students need to be given the skills to undertake this task and participate in nationally organized events. The national curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in PNG and that PNG has a place in the world as a whole. They will be able to help PNG develop a national identity as one nation if they learn to:

- work together with tolerance;
- respect one another, and their traditional ways and resolve problems peacefully;

- respect and act in the spirit of the National Constitution;
- recognize their capabilities and develop their talents;
- participate in the development of the national community; and
- protect and safeguard the national wealth and resources and consider how they will contribute to national development.

Sustainability

The natural environment of PNG is as diverse as its cultures. It is under threat from rapid population growth, uncontrolled exploitation, and human activities such as logging, mining, over fishing, dynamiting of reefs and dumping of toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. The national curriculum will guide students to further appreciate, respect and value their natural environment, cultures, customs and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life. It is important for children to learn about the importance of sustainable development and its relationship with sustainable livelihoods and the environment.

Sustainable development education is an integral part of learning in the 21st Century. It is much more than the teaching of sustainability content; it is about teaching new ways of thinking about and perceiving the realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that support sustainability of human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.

Sustainable development education prepares students to be actively involved in creating a sustainable future by engaging them in solutions-based design and action that integrate knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for careers, higher education, and citizenship.

Gender Equity and Social Inclusion

Gender equity means equally valuing both the differences and the similarities between boys and girls and the varying roles they play. It does not mean that girls become the same as boys. It means that having the ability to access rights or opportunities does not depend on being male or female.

Integrating this critical understanding into our school culture, teaching/learning and assessment strategies and operational planning within the school and the community will help us to understand the differences between boys and girls and to develop different treatments to achieve more equal results regardless of gender.

Social Inclusion means ensuring that people who might be excluded socially because of their sex, age, status, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live or other social identity, have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the results.

The Department of Education Gender Equality in Education Policy, 2003 recommends that no students in the education system of Papua New Guinea will be disadvantaged on the basis of gender. To implement the policy, teachers have the responsibility to use and promote gender equality practices in their classrooms and with the wider community.

In gender inclusive environment students:

- should be involved in all activities through formal and structured learning settings;
- curriculum should be inclusive that it caters for all gender and social issues that enhance students' learning;
- share and equally participate in activities, involving all students;
- show respect for other students and their contributions in the learning environment;
- safe, challenging learning environment which is socially and culturally supportive; and
- program that recognizes the contributions to society of both women and men.

Approaches used lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both girls and boys, and all students should have equal access to the knowledge and skills that schools provide. Teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Inclusive Curriculum

The Department of Education is committed to supporting the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible and adaptable to all learners. An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education.

The national content standards describe what all students should know (content) and be able to do (how well students must learn what is set out in the content standards) at the primary school level. Teachers should plan, teach, and assess students' mastery of the required knowledge, skills, values, and attitudes in ways that suit students' interests and abilities, and enable all students to make the required progress towards the attainment of content standards. This means exercising flexibility and drawing from curricular for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degree of differentiation exercised will depend on students' proficiency levels and status of progress towards the attainment of content standards. The following will help students meet grade or school level expectations:

- varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Justification of what to be delivered to the students should take into account diverse cultures, beliefs, strengths, experiences, and interests that exist in any classroom and that influence the way students learn.
- continuous formative evaluation must be used to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered.
- suitable technology should be used in instruction to facilitate learning and enhance success.

To be inclusive, teachers will need to ensure that all girls and boys have equal opportunity to participate in all learning activities. Teaching practices, including classroom organization and management, should ensure that girls and boys are supported to achieve high academic standards.

Student-Centred Learning

Student-centred learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information themselves. It is essential to teach students how to learn independently while at the same time teaching them the essential knowledge, skills, values, and attitudes. A student-centred classroom

will usually involve students working together in small groups or independently using activity centres set up in the classroom while the teacher works more closely with one or two students or completing various learning activities.

The national curriculum describes what is expected of all students in terms of what they should learn and do at the end of each grade or cluster for all subjects. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the intended learning outcomes.

Language development across the curriculum

The national curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for purposeful learning. Specific subjects have different language requirements such as the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The national curriculum should permit students to learn and become proficient in lifelong learning skills.

When students are learning new, unfamiliar things, teachers should relate the new things to what students already know and can do. This important learning will continue throughout life as students increasingly take responsibility for their own learning.

Knowledge, Skills, Values, and Attitudes for Careers, Higher Education, and Citizenship in the 21st Century

PNG shapes and is being shaped by the 21st Century social, economic, political, cultural, religious and environmental discourses and practices. It is important to provide opportunities for students to learn in-depth and master the 21st Century knowledge, skills, values and attitudes to prepare them for careers, higher education and citizenship. There is an increasing demand for knowledge-based workers and workers with qualifications in STEAM globally. This cadre of workers is not available in PNG because education is not geared towards preparing this category of workers. PNG children should be equipped with the necessary 21st Century and STEAM knowledge, skills, values and attitudes to ensure that they are marketable globally and can contribute meaningfully to the development of PNG.

Protection of Children's Rights

It is paramount that children's rights stipulated in national legal and policy frameworks, and international conventions such as the United Nations Convention on the Rights of the Child (UNCRC) are recognised, promoted, protected, and safeguarded by everyone and every organisation working and dealing with children's welfare and well-being. A child is defined by UNCRC as a human being below the age of 18 years. However, definitions of a child may differ based on the socio-cultural contexts of different countries. Notwithstanding the differences in definitions, biologically, a child is generally anyone between birth and puberty. The four core principles of UNCRC underpinning children's rights are:

- non-discrimination.
- devotion to the best interests of the child.
- the right to life, survival and development.
- respect for the views of the child.

Children's rights are human rights and therefore they should be promoted and safeguarded by the whole of the education system. They should permeate all education plans, policies, programs, and activities, and firmly embedded in the school curriculum, teaching and learning practices, and the overall management of the education system.

Standards-Based Curriculum Principles

The principles of the Standards-Based Curriculum (SBC) include the following:

- setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards, will motivate students to perform at a much higher level;
- standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do;
- students will learn more when more is expected of them in school and at home.
- the setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education;
- all children are capable of learning and achieving high academic standards, regardless of their backgrounds, and
- students can learn in their own ways and at their own rates.

Core Curriculum

A core set of common learnings (knowledge, skills, values, and attitudes) have been integrated into the curriculum to provide all students an opportunity to acquire and master these before they are career, higher education, and citizenship ready. The core curriculum includes:

- Cognitive skills (critical and creative thinking);
- Reasoning, problem-solving and decision-making skills;
- High level thinking skills (analysis, evaluation and synthesis);
- 21st Century skills;
- STEAM principles and skills;
- Spiritual values and virtues;
- Reading, writing and communication skills, and
- Essential values and attitudes.

The above knowledge, skills, values and attitudes should be taught and assessed by all teachers from prep to grade 12. These are reinforced at each school grade and school level to enable students to become proficient in their application in different career, higher education and citizenship contexts. Students' learning is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Essential Knowledge, Skills, Values and Attitudes

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations. Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from one grade to the next.

These knowledge, skills, values and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach these essential knowledge, skills, values and attitudes in their lessons, and assess students' performance and proficiency, and progression towards the attainment of content standards.

Types of Knowledge

There are different types of knowledge. These include:

<ul style="list-style-type: none"> • Public and private (privileged) knowledge • Specialised knowledge • Good and bad knowledge • Concepts, processes, ideas, skills, values and attitudes • Theory and practice • Fiction and non-fiction • Traditional, modern, and postmodern knowledge 	<ul style="list-style-type: none"> • Subject and discipline-based knowledge • Lived experiences • Evidence and assumptions • Ethics and Morales • Belief systems • Facts and opinions • Wisdom • Research evidence and findings • Solutions to problems
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Types of Processes

There are different types of processes. These include:

- Problem-solving
- Logical reasoning
- Decision-making
- Reflection
- Cyclic processes
- Mapping (e.g. concept mapping)
- Modelling
- Simulating

Types of Skills

There are different types of skills. These include:

Cognitive (Thinking) Skills

Thinking skills can be categorized into **critical thinking** and **creative thinking** skills.

Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

<ul style="list-style-type: none"> • Attributing • Comparing and contrasting • Grouping and classifying • Sequencing • Prioritising 	<ul style="list-style-type: none"> • Analysing • Detecting bias • Evaluating • Metacognition (Thinking about thinking) • Making informed conclusions.
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Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:

<ul style="list-style-type: none"> • Generating ideas • Deconstruction and reconstruction • Relating • Making inferences • Predicting • Making generalisations • Visualizing 	<ul style="list-style-type: none"> • Synthesising • Making hypothesis • Making analogies • Invention • Transformation • Modelling • Simulating
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Reasoning Skills

- Reason is a skill used in making a logical, just, and rational judgement.

Decision-Making Skills

- Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

Problem Solving Skills

- Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

High Level Thinking Skills

High level thinking skills include analysis, synthesis, and evaluation skills.

- **Analysis Skills** – Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.
- **Synthesis Skills** – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.
- **Evaluation Skills** – Evaluation skills involve justifying and presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on set criteria.

Types of Values

1. Personal Values (Importance, worth, usefulness)	
<p>Core Values</p> <ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality 	<p>Sustaining Values</p> <ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

2. Social Values

Core Values

- Equality
- Kindness
- Benevolence
- Love
- Freedom
- Common good
- Mutuality
- Justice
- Trust
- Interdependence
- Sustainability
- Betterment of human kind
- Empowerment

Sustaining Values

- Plurality
- Due process of law
- Democracy
- Freedom and liberty
- Common will
- Patriotism
- Tolerance
- Gender equity and social inclusion
- Equal opportunities
- Culture and civilisation
- Heritage
- Human rights and responsibilities
- Rationality
- Sense of belonging
- Solidarity
- Peace and harmony
- Safe and peaceful communities

Types of Attitudes

Attitudes (Ways of thinking and behaving, points of view)

- Optimistic
- Participatory
- Critical
- Creative
- Appreciative
- Empathetic
- Caring and concern
- Positive
- Confident
- Cooperative

- Responsible
- Adaptable to change
- Open-minded
- Diligent
- With a desire to learn
- With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Critical Thinking

Critical thinking is a central concept in educational reforms that call for schools to place a greater emphasis on skills that are used in all subject areas and that students can apply in all educational, career, and civic settings throughout their lives.

- Critical thinking entails many kinds of intellectual skills, including the following representative examples:
- Developing well-reasoned, persuasive arguments and evaluating and responding to counterarguments
- Examining concepts or situations from multiple perspectives, including different cultural perspectives
- Questioning evidence and assumptions to reach novel conclusions
- Devising imaginative ways to solve problems, especially unfamiliar or complex problems
- Formulating and articulating thoughtful, penetrating questions
- Identifying themes or patterns and making abstract connections across subjects

STEAM Rationale, Aims and Goals, and Guiding Principles

STEM Education refers to teaching and learning in the fields of **S**cience, **T**echnology, **E**ngineering, and **M**athematics, typically including education activities across all grade levels, from pre-school to post-doctrate, and in both formal and informal classroom settings.

STEM education integrates concepts that are usually taught as separate subjects in different classes and emphasizes the application of knowledge to real-life situations

A variation of STEM is STEAM, which includes an '**A**' for art and design and makes it **S**cience, **T**echnology, **E**ngineering, **A**rt and **M**athematics. Artistic design is becoming an important part of STEM education since creativity is an essential part of innovation.

Rationale

The majority of careers in the 21st Century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM education to be introduced and taught from elementary prep to the higher education level to provide opportunities for students to study in-depth and master the STEAM related knowledge, skills, values, and attitudes, and provide equal opportunity to be engaged in real life experiences to learn and have hands-on experience of applying STEAM concepts, processes, ideas, skill, values, and attitudes to solve real problems and come up with solutions. The main aim of this education is to shape students' thinking, motivate, and influence them to develop an interest in careers in the STEAM field, and to pursue undergraduate and postgraduate programs in institutions of higher education.

Overall purpose of STEAM Education

The overall purpose of STEAM Education is to develop a STEAM literate society. STEAM literacy refers to an individual's:

- Knowledge, skills, values, and attitudes to identify problems and questions in life situations, explain the natural and design world, and draw evidence-based conclusions about STEAM issues.
- Understanding of characteristic features of STEAM disciplines as forms of human knowledge, inquiry, and design.
- Awareness of how STEAM disciplines shape our material, intellectual, and cultural environments.
- Willingness to engage in STEAM related issues and with the ideas of STEAM as a constructive, concerned, and reflective citizen.

The Aim of STEAM Education

The Aims of STEM education and curriculum is to expose students to STEAM and give them the opportunity to explore STEAM-related concepts, they will develop a passion for it and hopefully, pursue a career in a STEAM field.

Goals of STEAM EDUCATION/CURRICULUM

- STEAM Literacy.
- Motivate children to consider and choose a STEAM related career.
- Motivate children to under a STEAM related academic program or course of study.
- Acquire and use STEAM knowledge, skills, values, and attitudes in life.
- Prepare children for careers, high education, and citizenship.
- Enable children to achieve high academic standards.
- Ensure rigorous and comparable standards.

Achieving the Aims and Goals of STEAM Education

By exposing students to STEAM and giving them opportunities to explore STEM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEM field.

Providing real life experiences and lessons, *e.g.*, by involving students to actually solve a scientific, technological, engineering, or mathematical problem, would probably spark their interest in STEAM career path. This is the theory behind STEAM education.

By integrating STEAM content and real life learning experiences at different levels of the curriculum process (*e.g.*, Curriculum frameworks, syllabi, teachers' guides, and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies

Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders *e.g.*, high education institutions, private sector, research and development institutions, and volunteer and community development organizations.

21st Century Knowledge, Skills, Values and Attitudes as Enablers to STEAM Education

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st Century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information.
- Research skills and practices, interrogative questioning.
- Creativity, artistry, curiosity, imagination, innovation, personal expression.
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative.
- Oral and written communication, public speaking and presenting, listening.
- Leadership, teamwork, collaboration, cooperation, facility in using virtual Work spaces.
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy.
- Economic and financial literacy, entrepreneurialism.
- Global awareness, multicultural literacy, humanitarianism.
- Scientific literacy and reasoning, the scientific method.
- Environmental and conservation literacy, ecosystems understanding.
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety.

Rationale, Aims and Goals, and Guiding Principles of Christian & Citizenship Values Education

Rationale

The lack of prominence of learning Civics, Ethics, Morals and Godly Values in the national school system has resulted in the total breakdown of values in our societies. Evidences of disrespect for the rule of law, disrespect and denial for human rights, disrespect for the environment, non-appreciation of cultural beliefs and values, broken families and divorces, growing malpractices of corruption and total breakdown in civic participation has led to the development of the Christian and Citizenship Values Education.

The Christian and Citizenship Values Education Curriculum is focused on encouraging our children to learn and adopt moral and ethical principles and Christian values. Thus the Christian and Citizenship Values Education (CCVE) Syllabus is designed to impart to students, citizenship knowledge and Godly Values. It is important for the students to be morally upright and understand the relevance of civics, Godly and Biblical Values and morals in their lives.

Every child is a civil citizen of this nation and must be given the opportunity to blend and apply the informal and formally learnt values and attitudes, skills, knowledge and practices in rules for various purposes competently in the home, schools and wider community without fear and favor.

The syllabus provides learning content for Grade 9. Students need to be equipped with social emotional competencies to be able to live their lives in harmony with other people they interact with. The CCVE will enable them to behave appropriately and live effective lives in an acceptable manner within their families and communities.

As young citizens, the students need to acquire, develop, practice and live Godly Values and principles at this level to enable them to have a sense of belonging to Papua New Guinea. The students should expand and extend their citizenship knowledge which is essential to their intellectual, social and emotional development.

The syllabus promotes early learning about citizenship, transparency, accountability, mannerism and civil behavior through the suggested content suitable for these grades. The teaching of citizenship, spiritual values and morals in early learning builds confidence in the future of the individual students as future leaders of our nation. Through programs based in this syllabus, students learn to communicate their thoughts and feelings, engage and participate in citizenship activities and display good citizenship values.

Aims

The Christian and Citizenship Values Education Subject is aimed at enabling students to develop:

- good mannerism and social skills
- a sound foundation for further citizenship learning
- the skills and confidence to speak and debate views expressed
- attitudes and values such as cooperation, kindness, trust, respect and honesty
- an understanding of, respect for and identification with local cultural values and traditions
- an understanding and appreciation of Papua New Guinea's democracy and diverse cultures
- skills in problem solving, knowing what to do, planning their activities and making decisions
- appreciation of the rights, responsibilities and obligations of citizenship life including the capacity to act as informed and responsible citizens
- develop an understanding of the purpose of authority structures, that rules and boundaries that protect the individual, family, community, and the nation.

It also is aimed at enabling students to:

- acquire knowledge, skills and attitudes for effective communication
- acquire the civic knowledge, understanding and skills to be able to participate purposefully as responsible citizens
- acquire the know how to socialize, participate and speak equality in all circumstances and situations as a civil citizen of this nation
- demonstrate an understanding and appreciation of the values, customs, and traditions of Papua New Guinea
- demonstrate a recognition of the importance of the relationship between Papua New Guineans and the natural world
- demonstrate an understanding of and appreciation for unique Papua New Guinean communication systems
- build on the skills and knowledge the students already learnt
- display an appreciation of rules, good citizenship values and morals
- effectively engage in the life and activities at home, of the communities and the school to ensure relevance
- describe the evolution of human rights and freedoms as they relate to the people of Papua New Guinea
- give examples of the diversity and functioning of the social, economic, and political systems of Papua New Guineans in traditional and contemporary societies; and in the global community.

Guiding Principles

The CCVE is guided by the National Curriculum Principles embedded in the National Curriculum Statement that influence what students learn and how teachers teach. These principles are related to our way of life, integral human development, teaching and learning, principles used as platforms for the subject and the 21st Century (and beyond) knowledge, skills and technology.

Integral Human Development

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to reach their full potential spiritually, socially, intellectually, emotionally, mentally and physically and work with other agents of education such as the home, church, school and community. Every individual must be aware of their potential and have the willingness to develop this potential so that each individual can solve his or her own problems and contribute to the common good of society.

The ultimate goal of Integral human development is for every person to presume the goodness and dignity of every person and promote self and mutual respect, a sense of self-worth and self-discipline, and a sense of responsibility for one self and others.

CCVE also guided by such practices as:

- The right to healthy living.
- Nation building – nationhood and constitutional rights.
- Citizenship – roles, rights and responsibilities in society, law and order, good governance.
- Sustainability – sustainable educational, ecological, economic, technological and social practices.
- Catering for diversity, e.g. gender issues, and students with special needs.

The success of the CCVE subject requires the integrated involvement of all the agents of education such as the home, church, school, and community. The teachers are required to integrate knowledge, skills, and attitudes to allow students to achieve the desired outcomes of integral human development.

Our way of Life – the Melanesian and Christian way of Life

1. Cultural Relevance - Traditional Life, Our Customs and Traditions

The education of students is the responsibility of the family, the school, the church and the community. Students learn by observing and actually doing things. The students participate in the family, school, community to learn the citizenship, spiritual, social, economic and political skills necessary for life. Education builds upon the early experiences of the students that enable them to continue to identify and develop an understanding of local cultural values and beliefs.

Cultural relevance focuses on the richness and diversity of Papua New Guinean cultures and languages, which are examined within their own unique contexts, and within historical, contemporary, and future realities.

Our traditional life is based on a holistic perspective that integrates the past, present and future Papua New Guineans as the original inhabitants of Papua New Guinea and lives in sophisticated, organised, and self-sufficient societies.

Our Melanesian way of life signifies our customs and traditions that constitute a cultural mosaic, rich and diverse, including different cultural groups.

Our Melanesian and Christian way of life allows us to embrace the practice of customs and traditions that foster our original way of life of good citizenship, but also take responsibility to exclude those practices that cause disharmony, threat, disrespect, violence and death to other fellow Papua New Guineans. Adopting and adapting Christian Values into our Melanesian Way of Life gives us our unique citizenship ethics.

2. Multiculturalism – Cultural Diversity and its Conservation

The diversity of our cultures is the source of our knowledge, skills, attitudes, and Melanesian values. As a multicultural society, we must protect, promote and respect our many cultures and languages and learn to respect and appreciate the cultures and languages of our fellow Papua New Guineans, as well as of other ethnic groupings from other countries. We ensure that we promote and share our cultures with the rest of the world as global citizens.

3. Ethics, Morals and Christian Values

Every community has a set of values that guides the actions of its members. The development of values is an important part of social growth and an aspect of learning which needs great care and attention. Learning about Ethics, morals and values in Grades 7 and 8 progresses from Grades 4-6 with the inclusion of Christian Values as a guiding principle to good citizenship.

Papua New Guinea is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognize appropriate social relationships based on sound human and religious ethics, morals, and values. These are required for interaction with families, villages, wantoks,

other economic groups, and people from other provinces and nations. The process of socialization requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue, respect for others, and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development.

Socialization also requires an awareness of the inter-dependence of individuals, societies, and nations in the modern world. It requires involvement with family, school, church, community, and the world beyond.

Students will become more aware of the social bonds in the community if they are first taught in the languages of their communities, and through activities which socialize people, such as agriculture, fishing, and community development. This can be achieved through integrated teaching and learning situations that reflect our knowledge, skills, attitudes, spiritual and moral values needed for integral human development as defined in the Philosophy of Education for Papua New Guinea.

4. The Right to Healthy Living

All citizens have a right to a healthy life such as clean water, a nutritious diet, improved sanitation, appropriate shelter and better local health services. Students need to learn attitudes, skills, and knowledge that will help them become productive, healthy and content citizens of Papua New Guinea.

5. Nation Building and National Unity

Our nation is still going through a great deal of nation building. Students need to be given the skills to undertake this task and participate in nationally organised events. The CCVE subject should enable them to understand how Papua New Guinean societies work, and how they can be a useful part of it. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will become more able to help Papua New Guinea develop a national identity and national unity if they learn to:

- work together with tolerance
- respect one another, their traditional ways, and resolve problems peacefully
- respect and act in the spirit of the National Constitution
- recognise their capabilities and develop their own talents
- participate in the development of the national community
- protect and safe guard the national wealth and resources, and consider how they will contribute to national revenues.

6. Citizenship

The CCVE subject should provide students with the opportunity to learn about:

- freedom of movement and protection of privacy
 - political activities, legal assemblies and associations
 - the importance of the freedom of conscience, of expression, and of information
 - problems associated with inhumane treatment and forced labour, and the need for the freedom of employment
 - meaningful participation in and access to representation in all levels of government, and how to take part in nation building
 - state and civic institutions, their functions and how benefits and services from these institutions can be equitably distributed
 - the need and importance of equal participation by women citizens in all areas of life
 - maximizing their participation in every aspect of national development
- citizens of the Sovereign state of Papua New Guinea.

The students will use this knowledge in many different ways, as useful, active and law abiding citizens.

7. Sustainability

The natural environment of Papua New Guinea is as diverse as its cultures. It is often a violent natural and physical environment, which is under threat from rapid population expansion and misuse of resources such as over logging, abuses associated with mining, over fishing, dynamiting reefs, dumping toxic wastes. Our diverse cultures are also under threat from over exploitation, and commercialisation of sacred cultural practices. Our cultural traditions are not being handed down from generation to generation. The CCVE Subject will guide students to further appreciate, respect, and value their natural environment, cultures, customs and traditions. Integrating these skills and knowledge to identify problems, issues, and to take action helps to sustain these aspects of life in Papua New Guinea.

Catering for Diversity

Papua New Guinea's diversity necessitates providing learning environments that appreciate the diverse heritage of Papua New Guinean ways, cultures and traditional values. Providing inclusive learning opportunities for students with different educational and diverse functional needs also becomes necessary in CCVE. These needs may include students who are gifted and talented; disadvantaged - physically, emotionally, and intellectually or may display any combination of these needs which could be hindering students' continuous progress in learning. The Department of Education is committed to supporting the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible and adaptable to all learners to cater for all forms of diversity.

1. Catering for diversity-Gender

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and of being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined.

In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. Females are generally a disadvantaged group in our societies. Violence against females is widely acknowledged as a serious problem.

A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and income levels than males. Males hold nearly all positions of leadership, authority, and decision making. *For example*, in 2001 there were only two women in the National Parliament. Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions and schools. This subject will provide students with opportunities to consider these problems and ways of addressing gender issues, including girls' and women's experiences, and be representative of a diversity of cultures.

It should enable students to:

- understand that a person's sex is genetically determined and gender is not, but rather changes over time, from place to place, and from individual to individual.
- play an active role in making meaning from their experiences, and in deciding to adopt or reject ways of behaving and challenge stereotypes.

2. Catering for Diversity – Sensitivity for Marginalized Populations

Marginalised people includes the underserved, the disregarded, the ostracized (disliked/hated), the harassed, the persecuted, the disadvantaged, the oppressed or the sidelined. Society treats them this way and so they feel the same way too. CCVE must help students develop an understanding and empathy for such groups of people in our society.

Who are the people in our community who may be “marginalised”? Consider this list as a start in identifying possible marginalized groups in the community:

- Immigrants, refugees, and migrants.
- Women and girls.
- Victims of human trafficking.
- Mentally ill.
- Children and youth.
- People of differing sexual orientation (Lesbians, Gays, Bi-sexuals and transgender community).
- People of differing religions.
- Developmentally delayed, physically disabled, or mentally ill people.
- Incarcerated (imprisoned or enslaved) people (and their families).
- People released from Incarceration.
- People of low socioeconomic status.
- Unemployed people.
- People of a particular ethnicity/country of origin.
- People with a differing political orientation.

3. Catering for Diversity-Sensitivity for Victims of Traditional Beliefs and Practices (Sorcery)

Traditional cultural practices reflect values and beliefs held by members of a community for periods often spanning generations. Papua New Guinea Societies have specific traditional cultural practices and beliefs, some of which are beneficial to all members, while others are harmful to a specific group, such as women. These harmful traditional practices may include sorcery early marriage; the various taboos or practices which prevent women from controlling their own fertility; nutritional taboos and traditional birth practices; son preference and its implications for the status of the girl child; female infanticide; early pregnancy; and dowry price. Despite their harmful nature and their violation of international human rights laws, such practices persist because they are not questioned and take on an aura of morality in the eyes of those practising them.

Sorcery related tortures and killings in Papua New Guinea (PNG) remains a mystery but the truth is that; belief about sorcery and witchcraft is widespread all over PNG. The concept of sorcery is intrinsic, intertwined and ingrained into the cultural and traditional beliefs of spiritualism in different cultural and ethnic groupings. This compounded relationship makes conflict resolution in relation to sorcery very complex, consequently leading to inhuman tortures and killings. Though different forms of executions for sorcery were traditionally practiced,

the current forms of execution are very violent and extremely inhumane. Despite numerous efforts by police personnel and community leaders endeavouring to contain violence related to sorcery, it is escalating. Without understanding the root causes of this violence, any response from Government and other stakeholders will be limited in its effectiveness. CCVE should try to discourage those practices that harm or cause deterioration of peace and humanity.

CCVE can provide an avenue to develop the students understanding of the bad impacts this traditional practices have on peace and harmony. CCVE through the teachings of Christian Values, should assist students to develop their understanding to search for collaborative and concerted efforts for all stakeholders, including their own families, community members, youths, community leaders, law enforcers and the government at all levels in addressing this issues.

4. Catering for Diversity-Students with a range of different needs

Many students have different educational and functional needs. These needs may include students who are gifted, or disadvantaged - physically, emotionally, and intellectually. Students may display any combination of these needs. CCVE must ensure that all are provided with the opportunity to excel and achieve their full potentials. CCVE should develop students to be considerate and focus on people as people and not on their disabilities.

CCVE will help students develop a better understanding that a disability refers to a physical or mental impairment that substantially limits one or more of the major life activities, for example, walking, talking, thinking, seeing, speaking or hearing. CCVE will develop in students resilience, sensitivity, respect, consideration, kindness and patience for all forms of disabilities included in the table below;

Examples of a range of different visible and invisible needs that need to be catered for in CCVE

Visible	Invisible
<ul style="list-style-type: none"> • People with physical and health disabilities and need some type of aids for mobility. • Severe developmental disability. • A physical difference. • Missing limbs. • Motor impairment. • Sensory impairments such deaf-blind. • Communication challenges. 	<ul style="list-style-type: none"> • Speech impediments may not be immediately apparent. • People who are blind can appear to be sighted, if you do not notice the aid they require to move around. • A learning disability may be misinterpreted as lack of intelligence or carelessness.

Examples of a range of different Learning disabilities needs that need to be catered for in CCVE

Learning Disabilities

- A learning disability has to do with the way the brain is wired. People who are LD have normal or above normal intelligence, cannot be cured, but use different ways to learn and function.
- Dyslexia – trouble understanding written words.
- Dyscalculia – difficulty solving math problems and grasping concepts.
- Dysgraphia – difficulty forming letters or writing within a defined space.
- Auditory and Visual Processing Disorder – difficulty understanding language despite normal hearing and vision, short term memory problems.
- Nonverbal Learning Disabilities – a neurological disorder causing problems with visual-spatial, intuitive, organisational, evaluative and holistic processing functions.
- Attention Deficit Hyperactive Doctor (ADHD) – Difficulty concentrating, cannot tolerate noise or commotion.

5. CCVE Catering for Diversity-Students who are Perceived Differently because of a Disability

All People Are Different. What is important to remember is that we are all different and need to be recognised for that which we are capable of doing, not for what we may require aid to accomplish.

“The best way to help everyone, is for people to learn, understand and respect all people, embrace and celebrate individual differences, whether they are the same or different.” Unfortunately, and inaccurately, people with disabilities are often viewed and perceived differently. CCVE should assist students develop a change in mind-set and positively influence other people in their perception of other students. Often, people think of people with disabilities as:

- Victims or objects of pity.
- Burdens, either on society or on their families and careers.
- A threat to the comfort and safety of others.
- Unable, or assumed to be unable, to do things.
- Having multiple disabilities (such as assuming that a person who uses a wheelchair also has an intellectual disability).
- Childlike.
- “Special”.

Such misconceptions are based on insufficient or inaccurate information about people with disabilities and can perpetuate inappropriate interactions. CCVE will assist students change people's mind sets about the way they perceive people with disabilities.

Learning in CCVE should help students to overcome fears of living with these categories of people, understand their needs, treat them equally, include and involve them in all activities and treat them with the respect they deserve. CCVE should remind students that people with a disability are just people like them too, but happen to have a disability. CCVE should help students understand and that someday, they too might face a disability and they might need the help of a person with a disability to help them live with it. After all, we are all just temporarily able.

6. CCVE Catering for Diversity-Sensitivity for Social Exclusion

Humans have a fundamental need for social groups. They depend on social bonds for their survival, and the severance of such bonds threatens fundamental needs and elicits powerful emotional responses. Failure to satisfy this need for close social connections can result in people feeling excluded or socially excluded. Social exclusion refers to situations broadly involving someone being disengaged or separated from others physically or emotionally. This includes exclusion from social, political, cultural, spiritual, economical and developmental activities. CCVE should equip students with knowledge and skills to be sensitive to such issues.

Exclusion experiences include various phenomena, such as interpersonal rejection, ostracism, and various types of discrimination. These diverse threats to social inclusion can be so detrimental that results in a variety of adverse consequences, including self-defeating behaviours, negative moods, psychological, mental and physical health complications. CCVE should assist students understand their individual experiences of cognitive and behavioural changes and try to facilitate recovery, when threats occur.

People are socially excluded for reasons of immorality, incompetence, or unattractiveness. Breaking group norms and rules, which is the essence of immorality threatens group structure. Incompetence provides a drain on group resources; and being physically unattractive or having a stigmatizing condition may suggest inferior genes. Because social exclusion poses critical challenges for survival, CCVE should be engaged in the drive to maintain social relationships that students may be able to develop for adaptive purposes.

CCVE should enable students to establish social contacts that are generally beneficial for well-being of others. CCVE should educate students to try to minimize or avoid contributing to interactions entailing ostracism. CCVE should help students deal with the experience of being disregarded, excluded, or rejected by others, which can often leave people feeling worse off. CCVE should help students develop mechanisms for safeguarding social inclusion, facilitating quick detection of threats to exclusionary status and provide the individuals' basic need to establish and maintain social connections to sustain physical and psychological well-being.

7. CCVE Catering for Diversity - Sensitivity for different cultures and languages

Papua New Guinea is a diverse culture with 800 plus languages and cultures. It is enormously rich with a variety of local knowledge. CCVE should help students to be able to integrate local traditional knowledge with ne knowledge. The teachings in CCVE should enable students to enhance local knowledge and practices that promotes peace and harmony. Students should learn to appreciate the different languages and cultures of other students. CCVE should build on the Melanesian Ethics that embraces all the different cultures and the practices and promotes honesty, loyalty, patriotism, togetherness, unity and cooperation.

8. Catering for Diversity - Students with special needs

Many students have special needs. These special needs may include students who are gifted, or disadvantaged - physically, emotionally, and intellectually. Students may display any combination of these needs. The CCVE subject will ensure that all are provided with the opportunity to excel and achieve their full potentials.

Foundations of Christian & Citizenship Values Education

CCVE begins at the family. Simple manners, behaviours and attitudes begin at home and with the family unit. The CCVE will emphasize that role modeling for good, productive and meaningful citizenship begins with respective parents and guardians. We can't throw blame on children for adopting anti-social behavior if one or both parents lack good behavior and interactive skills.

The CCVE platform is characterised by:

- ***Expectations and obligations in the family*** which will address the issue of governance in the family, covering family values, roles and responsibilities, and cultural boundaries.
- ***Marriage as an institution*** which moulds and shapes children to become what society expects them to become. This institution acknowledges parents and guardians as the guiding force behind civics, values, moral and ethics education. A child's preparation for adulthood begins at home, and with the parents and guardians.
- ***Positive role modelling*** - In human interaction, the right and wrong behaviours are usually determined by factual information. Through guided CCVE, children will be encouraged at an early stage to look up to positive role models for guidance. The CCVE will guide students to learn from good role models in all walks of life. Good role models understand the value of learning from their mistakes, and use testimony and examples drawn from difficult experiences to guide others toward making better decisions. In the event that turmoil is unavoidable, successful role models share the mental, emotional and spiritual tools they used to make it through their own circumstances.
- ***Moral obligations in relationships and marriages*** which emphasizes the chain-link between the child, family, and the Church will carry equal emphasis in the CCVE. Churches and religious groups play an important role in the lives of many people. Most denominations of Christianity and Religion have strict views on or rules on what sexual practices are acceptable and which are not. Marriage in this context is regarded as a special gift, and sex is referred to as a "sacred covenant" between a wife and husband.
- ***The Christian faith and belief systems*** - All citizens have equal rights to become Christians, but acquiring and possessing Christian Faith is an individual choice. Belief systems set the boundaries and parameters to help individuals remain focused and secured. The CCVE should encourage students to live and practice their belief systems as Christian Citizens.

- **Christian values & code of practice** - Christian Values are embedded in every individual as of birth because every person, despite their level of intelligence, ability, or disability is a gift from God - to act as a vessel in society for the good of human kind. An individual's code of Practice is guided by many factors including; personality characteristics, beliefs, affiliations to Christian and Religious organizations, parents, teachers, and the environment in which the individual is raised, such as; the well-to-do family, violent family, a broken family or peace-driven family.
- **Equity** focuses on the principle that all people have the right to fair and just treatment, and that protecting and promoting equity is essential to achieving peace, harmony, and productivity within and among communities. The principle of equity is derived from the notion of equality - that all people are born equal in terms of dignity and rights.
- **Freedom** focuses on the concept that all people should have freedom of belief, freedom of speech, freedom from fear, and freedom from want, as articulated in the United Nations Universal Declaration of Human Rights (United Nations, 1948). Societies have a responsibility to actively protect the freedom of their members and to support the protection of freedom in all communities, including those that are not their own.
- **Duty of care** - The principle of "Duty of Care" for self, the family, community, and the nation will remain a core part of all discussions. Without being too legal or technical, 'Duty of care' simply implies that every citizen has a responsibility to control her/his behavior, take into account how other people feel, and respect the environment in which they live such as your family and home, the rivers, the workplace, and properties around us, but doesn't necessarily belong to us. When children learn to have self-discipline, it will help them advocate for self-discipline in their community. This is why positive role models have strong code of ethics that govern their behavior, and that qualifies them to be looked upon as positive role models. The more children look up to positive roles models, the better they will become as responsible adults. Similarly, the more they try to do what role models do, the better they will be in achieving their own goals, and also have an influence in the lives of other people.
- **Optimism** – *being positive* is a valuable trait for role models. People and experiences fare better if positive, rather than negative elements are highlighted. When you are optimistic you can easily motivate yourself and others toward positive expectations, and inspire other people to believe in accomplishments and outcomes they previously thought impossible.

Virtues of Moral and Ethical Values

Virtues are moral and ethical values which can help shape children to become responsible and productive citizens. The CCVE will emphasise important virtues as the stepping stone to the development and designing of good citizenship which includes; Nation building, self and national identity, authority

and leadership, economic development, discouraging corrupt practices, personal and intellectual growth, strengthening family relationship, acquisition of knowledge and skills, individual and group decision-making, character development and good citizenship.

In order to acquire the qualities of good citizenship, the curriculum will guide children to learn and adopt qualities such as trustworthy, honesty, responsibility, integrity, care, resilience, harmony and being faithful to self and others.

Honesty is the quality of the spiritual heart and is portrayed with integrity to oneself and others.

- **Honesty** is a core quality of good citizenship, and largely influenced by strong Christian Moral and Ethical Principles. Students should be encouraged to be truthful in what they say or do, both in school and out of school. Being truthful is a quality which will influence good citizenship, moral standing in the community and strengthen the attitude of living good leadership and governance.
- **Integrity** is the quality of steadfast adherence to moral and ethical principles of professional standards in private and public life. A person with integrity is considered to be a sound and good citizen. Students should be encouraged to aim to be matured adults with good standing order in their life.
- **Accountability** is the quality of being responsible to others. It means taking ownership of one's own actions and accepting responsibility for the actions of those in one's purview or as the laws require. This subject should provide learning that aims to encourage students to be responsible citizens who are confident and are able to use all due processes in discouraging or discontinuing corrupt practices.
- **Respect** has a lot to do with being polite and considerate of others. The absence of Christian Morals and Ethical values is likely to create an atmosphere where discrimination and anti-social behavior is likely to occur. A demonstration of acceptable social standing is a demonstration of respect for others, the rule of law, expectations and boundaries, and an expression of one's positive personality characteristics.
- **Wisdom** - We often think that wisdom is age-related or a religious phenomenon that Clergymen and Church Elders advocate to bring about hopes in the lives of people. That is true, but the fact is, we all have wisdom. We know what is right and wrong and we try to adopt those behaviours that will bring approval. The problem in our society is that we are not always consistent in allowing wisdom drive our actions, responses and decisions.

- **Responsibility** is an important duty, and the highest level of commitment that results from interaction with other people. Students should be encouraged to display responsibility to themselves before taking responsibility for others.
- **Honour** is seen as a personal quality rather than a group quality. Honour will be discussed in the context of the family to encourage each child develop good communication and relationship skills which encourages the development of positive attitudes. Respect, obedience, honesty and trustworthiness will be discussed as key ingredients to living an honourable life. Students will be encouraged to understand that honour is not something that only powerful people and prominent leaders such as Members of Parliament achieve in life. When parents act with honour, children will learn to live with respect and honesty. Children must learn to acquire the skills to act with honour in order to be successful in later years.
- **Compassion** is recognized as an important quality. Compassion is the desire to help those in need or those who are suffering. To be compassionate means to be caring. As Christians, being compassionate is to be sensitive to people's feelings. Compassionate citizens will always think about how their actions will affect others. Students should be encouraged to engage in opportunities that will help them to become caring citizens by doing caring things. Children will be encouraged to imagine what other people are going through so that they can act with genuine empathy. They will be encouraged to act with compassion to demonstrate willingness and humbleness to help others who are less fortunate than themselves.
- **Reliability** is a positive quality of good citizenship. Being reliable is vital when students are in school. The curriculum will guide children to learn that pursuing dreams of success is highly dependent on whether they are commitment, honest, and can willingly take responsibility for their actions and interactions. Reliability also links to one's preparedness to do something good for themselves and also attend to the needs of others.
- **Courage**, self-confidence and group-confidence work hand in hand. Courage is an act of bravery, but not to the extent where violence is instigated. Courage is a quality of duty-of-care to help save or protect oneself and others from harm, danger and sufferings. Students should be guided to show courage and stand up for themselves both in school and out of school to avoid being harassed, bullied or hurt.
- **Self-discipline** will be emphasised as key to success in both school and choice of career later in life. Self-discipline starts at home and in the family. This subject will consistently refer discussions back to the family and home environment at all levels. When we get the family in order, the child's holistic and integral growth will be in order, and the future will be guided.

Desired family virtues and traits to be developed in CCVE

These virtues and traits serve as a strong foundation for children to navigate life’s challenges, build fulfilling relationships, and contribute positively to society. By modeling these qualities and providing opportunities for children to practice and develop these virtues and traits, families can nurture well-rounded individuals who embody these values in their everyday lives.

Desired family virtues and traits to be developed in CCVE	
Respect	Teaching children to respect themselves, others, and their surroundings is fundamental for building healthy relationships and a harmonious environment.
Responsibility	Encouraging children to take ownership of their actions, chores, and commitments helps instill a sense of accountability and independence
Empathy	Cultivating empathy allows children to understand and share the feelings of others, promoting kindness, compassion, and strong interpersonal skills.
Honesty	Emphasizing the importance of honesty helps children develop integrity, trustworthiness, and a strong moral compass.
Kindness	Teaching children to be kind and considerate towards others fosters a positive attitude, empathy, and a sense of community.
Perseverance	Encouraging children to persist in the face of challenges fosters resilience, determination, and the ability to overcome obstacles.
Gratitude	Cultivating gratitude helps children appreciate the blessings in their lives, develop a positive outlook, and foster stronger relationships.
Self-discipline	Teaching children to regulate their emotions, impulses, and behaviors promotes self-control, focus, and goal achievement.
Generosity	Encouraging children to be generous with their time, resources, and talents instills a sense of generosity, altruism, and social responsibility.
Curiosity	Nurturing children’s curiosity and thirst for knowledge fosters creativity, critical thinking, and a lifelong love of learning.
Courage	Encouraging children to face their fears, take risks, and stand up for what is right cultivates courage, confidence, and resilience.
Teamwork	Teaching children to collaborate, communicate, and work effectively with others promotes cooperation, leadership skills, and a sense of unity.

21st Century Knowledge and Skills for Papua New Guineans to be Global Citizens

The CCVE takes into account the recent developments and ongoing challenges faced by students locally and globally. This areas include; Concept of democracy, Increasing globalisation, The role of morality in CCVE, The global financial crisis of 2007–2008 and global recession that followed, Economic awareness as an aspect of citizenship, Potential impact of human activity

on the environment, Environmental sustainability in Citizenship education, Peaceful coexistence and social interactions at and within school communities, Movement of immigrants, refugees and asylum seeking into PNG, Development of information and communications technologies, and the use of new social media for civic engagement.

- **a sense of unity in diversity** – the diverse and unique cultures of Papua New Guinea is what unifies every individual Papua New Guinean with one another. Embracing each other's diverse heritage and having tolerance for each other can have a positive impact on individuals and communities; to stay united and to continue to inspire our future generations. While some cultural practices become contradictory to Christianity, the teaching of CCVE subject should provide opportunities for teachers and learners to find balance, in embracing those practices that contribute to the citizenship development of all individual students, be it Christian or cultural practice.
- **The role of morality in civic and citizenship education** - Concepts of morality and character are important to Citizenship and Christian Values Education. Christian Morals and Ethics must be captured and integrated with the Civic and Citizenship Education. Moral decay across cultures and societies is becoming too evident that it is affecting citizenship.
- **Censorship and the role of Christian values education** – censorship awareness and education starts at home. Parents have the responsibility to ensure that materials and information accessed by their children on mobile phones, computers, television or any electronic devices is decent, genuine and appropriate to their age. Every parent also has the responsibility to ensure their children upbringing fosters Christian values and morals that help mold their children to be responsible and vigilant. When children are taught right from wrong, they become responsible users of the internet and social media when accessing information for their learning and personal use. When children are able to distinguish right from wrong, they can confidently make the right decision to refuse to access and view indecent materials or content through the internet and social media on mobile phones, computers and other electronic devices.
- **Concept of democracy** – it is evident that the real state of the democratic process in PNG is a grave concern due to the exclusion of larger parts of the population and the erosion of rights that has resulted in a general downturn in citizenship participation, in particular among younger people, women and girls, marginalized individuals and the old who are still capable of making contributions to nation building but are denied that opportunity, for instance the voting rights. The concept of democracy is sometimes not felt by the citizens as the true meaning of the concept is either not understood, has not developed from post-colonial to pre-independent era, has changed or is being ignored as a result of the citizenship practices that disintegrate the real essence of democracy. Education is an important tool for fostering democratic citizenship and CCVE should provide opportunities for students to participate in a real sense of democracy. Only through participation and practice of democracy in classroom learning can the real sense of democracy

be felt by each student, and as a result the real concept of democracy can be understood, felt and sustained by generations of students as citizens themselves.

- ***Economic awareness as an aspect of citizenship*** - Economic awareness is relevant to citizenship education as it is a major focus of the government. Economic conditions provide constraints on some citizenship activities. Citizens contribute to the nation building and the economic well-being of society.
- ***Global Warming and the Impact of human activity on the Environment and Environmental sustainability*** – impacts of human activity have increasingly become key issues in debates about the future political, social and economic development of many societies. As an island nation with many small islands, global warming and rising sea levels have caused Papua New Guineans living out coral islands to desert their islands to migrate to new resettlements. The impact on the social welfare and the way of life of their generations are lost. Being a responsible citizen is viewed as high regard for long term protection and a necessity for future sustainability of the environment.
- ***Peaceful coexistence and Social interaction*** is concerned about how schools communities can ensure peaceful coexistence within and with other school communities. In particular, abuse and bullying of students by other students are often aimed at various types of social minorities which have become major discussions about schools and learning environments. School and tribal fights are becoming a common sight in the urban and semi-urban learning institutions that often disrupt learning and the peace in the communities. Learning activities should include more aspects related to social interaction at and amongst the communities and schools to encourage relationships within and out of the school community with other schools and communities. Students as Christians must be given the opportunity to learn to solve their own problems through peaceful means.
- ***Movement of immigrants, refugees and asylum seeking into PNG*** - The recent movement of large numbers of immigrants, refugees and asylum seekers from the Asian and the Middle-East region into PNG and other countries will most likely increase the need for integrating people from different backgrounds into society. This sort of movements will also result in challenges to schools in relation to their functioning as socially heterogeneous communities. Learning must include goals that promote student engagement within a school community and foster a peaceful coexistence that provides students with mechanisms for conflict resolution and problem solving with regard to movements of immigrants, refugees and asylum seekers to be able to co-exist peacefully in multi-national or multi-lingual societies.
- ***Development of information and communications technologies*** has led to an increase in the use of ICT and new social media platform for Christian and Citizenship participation. The use of such media has been found to have a profound effect on engagement among young people as active citizens.

The new social media can be utilized in CCVE to promote action on climate change or in organizing debates about political protests and issues affecting communities. The use of ICT can be maximized in spiritual rallies and in fostering Christian Values in everyday citizenship.

- Increasing globalization - The concept of globalization continues to influence debate about Christian citizenship and civics education. Civics and Citizenship are most often inseparable and usually compatible to each other. Embedding Christianity to citizenship in CCVE contradicts the traditional notions of citizenship, which have led to contextualized concepts of citizenship. While certain aspects of citizenship in CCVE have been contextualized to PNG, increasing globalization continuously challenges supra-national concepts of global citizenship and/or global Christian citizenship movements. These global movements create new forms of experiences with citizenship across borders as a result of migration, one world policies and the new developments in technologies.
- **Integration of local (traditional) knowledge with new knowledge** Papua New Guinea is a diverse culture with 800 plus languages and cultures. It is enormously rich with a variety of traditional, cultural and local knowledge. The CCVE subject hopes to enhance local knowledge and practices that promote citizenship and try to discourage those that harm or cause deterioration of citizenship.
- **The Importance of the 21st Century Skills - 8 C's of Education in CCVE**
The key purpose of educational institutions is preparing children for their future life, jobs, and careers for survival. However, the future of today's children is so unpredictable. Jobs or careers we can't even imagine are created every day. Employers require creative and problem-solving skills and an ability to adapt to changes. Thus our CCVE curriculum embrace learning of new skills, potentials and talents that can prepare our children for jobs that have not yet been created, for technologies that have not yet been invented and to solve problems that have not yet been anticipated. Those new skills and abilities can't be polished by solving standardized tests that are mainly concerned with cognitive ability. That's why teachers need to embrace teaching in the affective domain to foster these new skills in the classroom. The 21st Century skills of education embraced in CCVE include the 8 **C's**; **C**ritical thinking, **C**ollaboration, **C**onnectivity, **C**ommunication, **C**reativity, **C**ulture, **C**hristianity and **C**itizenship.

The CCVE teacher must aim to foster the CCVE 21st Century 8 **C's** in our Classrooms and implement them in their everyday curriculum to inspire students to start developing their creativity and innovative thinking, to understand the importance collaboration in team work, to embrace connectivity as vital for all citizens, to appreciate and embrace culture as part of their citizenship, to uphold Christianity as the basis of their morals and values and to develop communication and critical thinking skills as part of the skills that heighten their citizenship skills that can help them survive any century.

Teachers can start by changing traditional teaching ways and identifying a few methods that can inspire learning and transform students into scholars in the 21st Century. It will be hard and uncomfortable to change old teaching ways but it can be rewarding both for teachers and students if the curriculum we develop guides the teaching well.

Essential Non-Cognitive Skills for Life Long Learning

Non-cognitive skills are any skills that are not cognitive. Cognitive skills are those skills concerned with acquisition of knowledge such as memory, attention, planning, language and thinking skills as opposed to affective skills. They relate to the mental processes of acquiring or obtaining knowledge by the use of reasoning, intuition, perception, thought or through experience and the senses (Myers.D.G, 2005).

Non-cognitive skills influence the overall behavior of a person. For example, a nurse who is able to easily comfort patients has non-cognitive skills. Non-cognitive skills include emotional maturity, empathy, persistence, interpersonal skills and communication skills.

Non-cognitive skills, like Soft skills, Transferrable skills, Transversal skills, Life Skills and the 21st Century skills may cause a great deal of confusion, but they all have something in common. All of these terms refer to an overall idea and purpose that we can all understand a wide range of values, attitudes, skills and behaviors such as communication, leadership and teamwork among many others as described below.

• Soft Skills

Soft skills is a term used by employers to refer to the more intangible and non-technical abilities that are sought from candidates, whereas hard skills are the tangible and technical skills easily demonstrated by a candidate's qualifications and specific professional experiences.

Soft skills are sometimes referred to as transferable skills or professional skills. As this term implies, these are skills that are less specialized, less rooted in specific vocations, and more aligned with the general disposition and personality of a candidate. Examples of important soft skills are communication, teamwork and problem solving.

Soft skills relate to our attitudes and intuitions. As soft skills are less referable to our qualifications and more personality-driven, it is important to consider what our soft skills are and how we might show evidence of them before we apply for a job. This is particularly true of the recruitment process for graduate programs, where transferable skills and potential often take precedence over professional experience. Being able to demonstrate our soft skills equates to demonstrating great potential to succeed and progress in the career of our choice. Leadership is one of the core soft skills.

Soft skills matter as they are the difference between adequate candidates and ideal candidates. In most competitive job markets, recruitment criteria do not stop at technical ability and specialist knowledge. Particularly with graduate schemes, recruiters will be looking for people who can become leaders, and leadership, itself, depends on several key soft skills.

An instructive example of the difference made by soft skills is a medical doctor. A doctor is required to have an extensive repertoire of hard skills, especially the ability to diagnose and prescribe treatments for an array of ailments. But a doctor

who does not have the soft skills of emotional intelligence, trustworthiness and approachability is not likely to be very highly regarded by their patients. Similarly, a salesperson who may have an unrivalled and exhaustive knowledge of their market will find it difficult to close a deal and retain their clients if they lack the soft skills of interpersonal skills and negotiation.

Soft skills are not just important when facing external customers and clients. They are equally important when it comes to interacting with colleagues. Soft skills relate to how we work with others (whereas hard skills relate to us, in isolation, as an individual). Employers value soft skills because they enable people to function and thrive in teams and in organizations as a whole.

A productive and healthy work environment depends on soft skills. After all, the workplace is an interpersonal space, where relationships must be built and fostered, perspectives must be exchanged, and occasionally conflicts must be resolved.

Some of the key soft skills include: Communication, Interpersonal Skills, Self-Motivation, Leadership, Responsibility, Teamwork, Problem Solving, Decisiveness, Ability to Work under Pressure, Time Management, Persistence, Flexibility, Negotiation and Conflict Resolution, Emotional maturity, Empathy, Transitional Skills, Collaboration, Personal Development Skills, Identity Skills, Decisiveness, Responsibility, Transformative Workplace Skills, Following Instructions, Work Self-assessment

- **Transferrable Skills**

A transferrable skills is basically, any talent developed and able to be used in future employment. They refer to a specific set of skills that don't belong to a particular niche, industry or job; they are general skills that can be transferred between jobs, departments and industries (hence the name). Transferrable skills include aptitude and knowledge acquired through personal experience such as schooling, jobs, classes, hobbies, sports etc. and develop as you progress through education, employment and training. Employers often value these skills because they can be used in so many ways in the workplace. Communication, problem solving and teamwork are all examples of transferable skills because they can be used in any employed role, your education or vocational training. Transferable skills tend to bring the following benefits for candidates and employers: Flexibility, Diversity, Portability and Employability.

Transferable skills will demonstrate that you can adapt to new demands. Transferable Skills include skills such as; Business Strategy, Leadership and Team Management, Problem Solving, Teamwork Ability, Data Analysis, Communication Skills, Time Management, Work Ethic, Commercial Awareness, and Listening and Providing Feedback.

- **Transversal Skills**

Transversal skills are skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings for example, organizational skills (UNESCO IBE 2013). These skills are increasingly in high demand for learners to successfully adapt to changes and to lead meaningful and productive lives.

Transversal skills include: Critical and innovative thinking, Inter-personal skills such as presentation and communication skills, organizational skills, teamwork, etc.; Intra-personal skills such as self-discipline, enthusiasm, perseverance, self-motivation, etc.; Global citizenship skills such as tolerance, openness, respect for diversity, intercultural understanding, etc.; entrepreneurial skills, ICT, and personal and language competences; Media and information literacy skills such as the ability to locate and access information, as well as to analyse and evaluate media content (UNESCO 2014c).

Transversal skills should have been developed by the end of initial education and training, and should act as a foundation for further learning as part of lifelong learning which means they should be acquired as soon as possible, but they could also be developed throughout life.

- **Life skills**

Life Skills' refers to the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc.

Perhaps the most important life skill is the ability to learn. By learning new skills, we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experience and practice. Practical knowledge, skills and behaviours which in conjunction with cultural rooted knowledge, attitudes and values empower an individual to live happy, healthy and productive life in his or her community and beyond.

Life Skills include; Communication and Interpersonal Skills, Decision Making & Critical Thinking Skills, Coping and self- management Skills, Livelihood Skill, Contextual or Issue Based Skills and Basic skills such as Personal Skills, Presentation Skills, Leadership Skills, Writing Skills, Numeracy Skills, negotiation Skills, advocacy skills, refusal skills, advocacy skills, Decision Making & Critical Thinking Skills, self-awareness, skills for managing feelings, skills for managing stress, Livelihood Skills, traditional knowledge and skills, skills for recognizing diversity as rooted in identity, problem solving and critical thinking, health managing skills, gender awareness skills, civic education, leadership and governance skills, Environment Management Skills, Entrepreneurial and Finance Management Skills, Sports and Physical Education Skills,

Whether they are Non-cognitive Skills, soft skills, transferrable skills, transversal skills, Life Skills or 21st Century skills, they all something in common. The Non-cognitive skills: soft skills, transferrable skills, transversal skills, Life Skills and the 21st Century skills have been displayed in this comparison table to help us understand that all of these terms refer to an overall idea and purpose that we can all understand a wide range of values, attitudes, skills and behaviors. The list of skills put together in this comparison table are considered most important for each of the skill types but a complete list of these skills is beyond the scope of this piece of work.

Teaching and Learning

Students learn in different ways. The CCVE subject encourages teachers to use different ways of teaching to give all students a chance to learn.

- Students should work as individuals and in groups. Some students learn best through activities such as reading on their own, working in small groups, talking, observing, drawing pictures, and finding out information for themselves. Most students use a mixture of these.
- Students should be encouraged to think critically about what they are learning and to take responsibility for their learning. They should learn to teach each other and to learn from each other. They should know that learning has a serious purpose. They should enjoy using a wide range of resources and playing appropriate educational games.
- Students should also learn how to communicate well with others. They should also learn how to work things out for themselves, and on how to get the information they need. They need to learn to think in ways that make sense, using their experiences, their knowledge, their intelligence and their imagination.
- As well as learning skills and knowledge, students should develop appropriate attitudes and an understanding of important issues. They should have pride in themselves, their own cultures and communities, as well as respect other people and their cultures and communities.

Inclusive Teaching and Learning

The CCVE Subject is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, cultural and language backgrounds, or their socioeconomic backgrounds. The syllabus must be implemented by teachers in ways that are inclusive of all students at all levels of schooling. Much more can be achieved if parents, community leaders, churches and schools co-operate and communicate with each other.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different, and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional, and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies, and thoughtful use of a teacher's language of communication.

To be inclusive; teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities and that the classrooms are accessible by all students regardless of their physical disability.

Participation requires that individuals are motivated to achieve the goal of socialisation fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognized and encouraged as contributing to social and national development, without losing sight of the principle of communal sharing.

Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations. The diversity of opinion in Papua New Guinea will contribute towards the integral development of society as a whole provided the Melanesian principles of sharing and caring are applied. The ways in which an individual chooses to interact with others will determine the role that individual plays in society. Through effective participation, an individual can play a role in the development of society, in overcoming fear, and in identifying oppression. The CCVE subject provides many interesting contexts within which learning how to participate can occur.

Students need to feel that they have something useful to offer to the community. Many students are shy and afraid of authority. They must be motivated to develop their skills fully and given opportunities to think for themselves. The teacher is a key motivator. Effective participation is prevented when teachers regard their role solely as being dispensers of knowledge and figures of authority. Teachers need to place greater emphasis on problem solving skills and methods that encourage more group participation which are useful skills for society.

Relevance

The teaching and learning must be relevant to the social, spiritual, and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development that will prepare students for productive community living; integrate academic and practical education, and provide ways to paid and unpaid employment and contribute to good citizenship living.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of formal schooling, will need to find work in the informal economy. These students, however will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to adapt new technologies and knowledge appropriately to their environment. However, the difficulty of finding work in the formal economy can contribute to the individual's lack of confidence to participate in the community as citizens.

The subject content will enable teachers to support students learning by encouraging teaching in real life contexts. This means relating the skills and knowledge of subjects to real life situations. People from the community could also be brought into the classroom to help teach a topic and support students undertaking useful projects in the community.

Student-Centred Learning

Student-centred learning recognizes the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student centered approach will strive to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teach students important contents.

- A student centered classroom will usually involve students working together in small groups using activity centres set up in the classroom while the teacher works more closely with one or two students.
- A student centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with this subject is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The teaching and learning should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new to things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education, and to return to school or some other educational or training institutions in order to improve their qualifications.

Thematic Teaching

Thematic teaching integrates subjects and reflects more closely the way students think. Integration is maximised when students appreciate the relationship between the body of knowledge introduced by a teacher, the application of that knowledge in everyday life and its underlying values. CCVE embraces the use of themes in teaching, learning and assessment of the concepts learnt throughout the course or program. Whole language teaching is an important aspect of thematic approaches to teaching. It is essential that teachers ensure all benchmarks and learning objectives are covered and the achievement of them is monitored.

Integration

Integration is a holistic approach to teaching and learning that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections and linkages in content for students, allowing them to see the importance of all subjects in the curriculum. Integration in CCVE enables students to see and understand that to be a good Christian Citizen, they must embrace every subject offered in school, see their importance and the linkages between different subject matter in order for them to engage in relevant, meaningful activities that can be connected to real life.

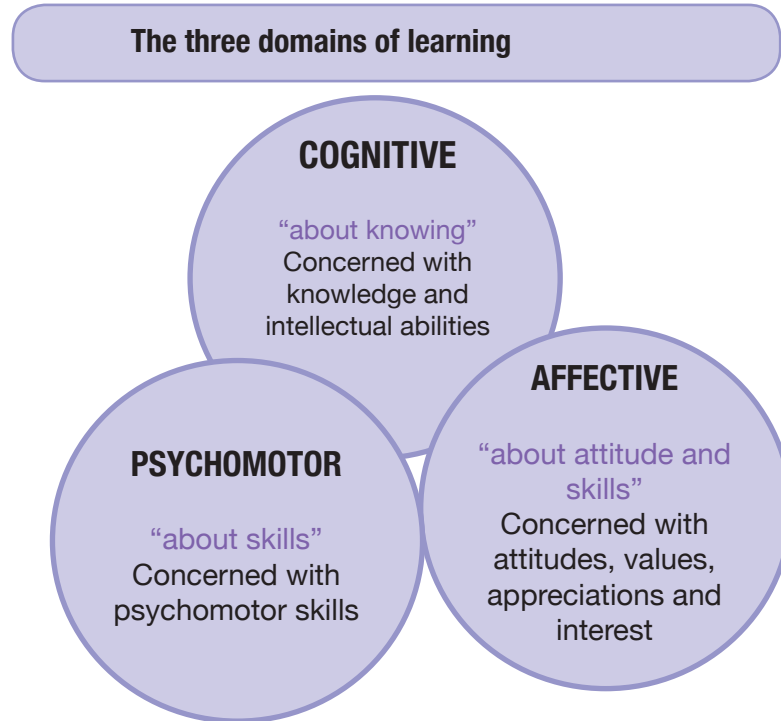
The integrated teaching and learning approaches include;

- multidisciplinary
- interdisciplinary
- intra-disciplinary and
- trans-disciplinary

These integrated learning approaches will demand for teachers to be more proactive, innovative and fun in order to make students learning of CCVE interesting and meaningful.

Importance of the Domains of Learning in CCVE

Benjamin Bloom (1956) identified three domains of learning (educational) activities. A domain in this context is used to refer to a sphere of influence that something has over a certain activity.



Examples of the three domains are demonstrated in the table below.

Cognitive Domain	Affective Domain	Psychomotor Domain
Domain of knowing; Objective in nature (Brain)	Domain of attitude; Subjective in nature (Heart)	Domain of doing or skill; Action in nature (Five senses)
Data Facts Information Results of experiments Results of Research Statistics	Self-esteem Beliefs Biases/Opinions Desires Emotions/Feelings Values /Morals	Abilities Actions Experiences People skills Relationship skills Technology skills

The Cognitive Domain of Learning

The cognitive domain or the mental skills, consists thinking processes and problem solving. It is the domain of knowledge and is associated with the brain. The contents of the cognitive domain are objective, provable, have a right and wrong, have a true and a false and are evidence-based. Blooms hierarchical taxonomy for the cognitive domain (knowledge) includes 6 learning levels.

Learning Level	State of Mind	Sample CCVE activity for this Learning Level
		Students are require to:
1. Knowledge	Recall and recognition	Students give a correct answer based on general or prior knowledge, which means there is a wrong answer as well
2. Comprehension	Translate, interpret and extrapolate	The cognitive domain of knowing outlines the types of civic and citizenship information that students are required to demonstrate knowledge of especially when engaging in the more complex cognitive tasks that help them make sense of their worlds.
3. Application	Use of generalisation in specific instances	In the “knowing” domain, students can remember, recall, or recognize definitions, descriptions and key concepts and content of Christian values, biblical principles and citizenship values.
4. Analysis	Determine relationships	Provide a right answer or statement based on facts, data or information from a text or a resource to present
5. Evaluation (Synthesis-original)	Exercise of learned judgement	Give an answer as a result of an experiment or research providing an argument of true and false based on the information discovered.
6. Creation	Create new relationships	Provide an intelligent guess after analysing and evaluating an idea/result.
		Recreating a relationship based on new established understanding that is acceptable

The cognitive domains will equip students with the knowledge in planning for and evaluating strategic solutions and outcomes. It will enable the students to reach conclusions about concrete situations through the selection and assimilation of knowledge rather than just the direct applications of knowledge to reach conclusions. The cognitive domain will improve students understanding of multiple concepts in order to reach conclusions about complex, unfamiliar and abstract situations. The simplified hierarchy of cognitive processes include: remembering or recalling information or processing content in terms of understanding or applying an understanding to new situations.

CCVE Teachers are challenged to provide learning opportunities for students that will prompt and require the high level thinking skills. Far too long, teachers have become comfortable and complacent in the application of the low order cognitive levels which have resulted in students lacking critical thinking, imaginative and innovative thinking and thinking that enables them to modify, reclassify or recreate products, processes or performances.

The importance of knowing, reasoning and applying for high level thinkers in CCVE

Students’ knowledge about Christian and Citizenship values enables them to be able to apply more complex cognitive processing and relate their knowledge and understandings to real-world situations and contextual situations in their own local communities or contexts.

Why the Cognitive Domain of Knowing is important to be mastered for high-level thinking skills

- The cognitive domain of knowing outlines the types of Christian and citizenship information that students are required to demonstrate knowledge of especially when engaging in the more complex cognitive tasks that help them make sense of their worlds.
- In the “knowing” domain, students can remember, recall, or recognise definitions, descriptions and key concepts and content of Civics, Citizenship and Christian Values.
- They can use this knowledge to demonstrate their understanding of Citizenship and Christian Values with examples in their local and global communities.

Why the Cognitive Domain of Reasoning and Applying is important to be mastered for high-level thinking skills

The cognitive domain of “reasoning and applying” specifies the higher order processes (complex) processes that students will require to make intelligent guesses and reach conclusions about being a Christian, being a citizen and about their civic actions. If students can use Christian citizenship and civic information to reach conclusions in a broader context and in the real-world context than a single concept, we can conclude they have used their reasoning and application skills. Reasoning and applying includes the use of knowledge to make conclusions about familiar concrete situations; the selection and assimilation/integration of knowledge and understanding of multiple concepts. It is desired for CCVE teachers to ensure students have developed the low order thinking skills of knowing, reasoning and applying in order for students to be able to develop their high order thinking skills of analysis, evaluation and synthesis or creativity skills. If the cognitive domain is well developed, then the Psychomotor and Affective Domains are better enhanced.

The Psychomotor Domain-domain of Skills

The psychomotor domain consists of physical skills. This is the domain of doing actions, activities and skills and is associated with the five senses. It requires step by step instructions and practice with feedback to develop. E.J. Simpson’s hierarchical taxonomy for the psychomotor domains contains 7 learning levels.

Learning Level	State of Mind	Sample CCVE activity for this Learning Level
		Students are required to:
1. Perception	Awareness of sensory stimulus	Use a skill to do the activity. e.g. pat a cat, Greet or farewell a friend
2. Set	Relates cues (signs/hints/clues)	Do something based on their experience. e.g. Disposes rubbish in the correct place
3. Guided Response	Performs as demonstrated	Follows rules and processes to accurately do the activity.

4. Mechanism	Performs simple acts well	Use any part of their body to the best of their ability or potential. Example; Ask students to observe closely what happens when an ice cube is heated.
5. Complex Avert Response	Skilful performance of complex acts	Produce/Write/Make/Build/Design something and present an argument to convince.
6. Adaptation	Modifies for special problems	Uses the right processes or methods learned (content and experience) to rectify a problem or provide a solution.
7. Origination	New movements/patterns and creativity	Design a new model or modify an original model with new features.

The Affective Domain (Domain of Affective Skills and Attitudes)

The affective domain is the domain of attitude that consist personal factors and is associated with the heart. It consists of emotional and interpersonal developmental skills. Learning in the Affective Domain is closely related to the impact of individual beliefs, perceptions, dispositions, behavioural intentions and behaviours on their engagement.

Attitudes

The affective behavioural domain Attitudes refers to judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships. It is possible for individuals to harbour contradictory attitudes at the same time. Attitudes encompass responses that are focused on specifics and can change over time, as well as those reflecting broader and more fundamental (or deeply rooted) beliefs that tend to be constant over longer periods of time.

The contents of the affective domain are subjective, have no right or wrong and depend on the person in nature. Dr. Krathwohl’s hierarchical taxonomy for the affective domain contains 5 learning levels;

Learning Level	State of Mind	Sample CCVE activity for this Learning Level
		Students are require to:
1. Receiving	Willingness to pay attention	Explore and discover (have exposure to) aspects of attitudes around them.
2. Responding	Reacts voluntarily or complies	State their viewpoint/opinion on a subject, Do group discussions about personal reflections or feelings/ Share an experience.
3. Valuing	Acceptance	Acknowledge and express their feeling/ belief/opinion about something or an idea and accepting those of others.
4. Organization	Rearrangement of Value system	Adopting and rearranging their aspects of attitude to be universal (same everywhere)
5. Characterisation	Incorporates values into life	Displaying applications of all aspect of attitude and high levels of maturity in expressing original and intelligent views while debating an issue or topic of discussion.

Aspects of Affective Domain

Aspect of Affective	Example of Aspect			Development Stage
Self-esteem	1. Self-concept or self-image-overall picture of self, 2. self-awareness-learning process of self through <ul style="list-style-type: none"> • self-knowledge: understanding of self , • self-attribution: awareness and acceptance of abilities, potentials and aptitudes within self, • self-perception: impression of self, • self-disclosure: ability to discover things about yourself that you are not aware of and finding the courage to deal with things that you know are within you but you don't like to accept or acknowledge them as part of you • self-conscious, • self-confidence • self-courage • self-respect, etc. 			1 (0-8yrs)
Emotions or Feelings	<ul style="list-style-type: none"> • contentment • eagerness • sensitivity • being keen 	<ul style="list-style-type: none"> • joy, • love • empathy • concern 	<ul style="list-style-type: none"> • enthusiasm • authenticity • aggressiveness • peacefulnes 	1
Beliefs	<ul style="list-style-type: none"> • doctrine • belief in 	<ul style="list-style-type: none"> • statement • principle 	<ul style="list-style-type: none"> • democracy • perceptions, 	1
Biases Opinions	<ul style="list-style-type: none"> • like • dislike 	<ul style="list-style-type: none"> • opinion • critique 	<ul style="list-style-type: none"> • preference for something • preference for somebody 	1
Desires	Wish, crave, longing, feel want to have, must have , envy, etc.			
	Respect, understanding, courteous, honesty, concern, confidence, forbearance, patience, obedience, generosity, love, tolerance, sober, consideration, punctuality, assertive, silence attentiveness, sacrifice, sincerity, observant ,courage, endurance, thoughtfulness, discipline, friendliness, appreciation, vigilant, hopeful, etc.			

Importance of the Affective Domain in Teaching CCVE

Why is teaching in the Affective Domain important for CCVE? All areas of the affective domain have a major impact on behavior - perhaps the strongest impact of all domains. Our self-esteem, emotions or feelings, beliefs and opinions, desires and values, morals, and virtues affect behavior, often more than our rational thoughts do.

Attitudes, beliefs, opinions and biases affect how we treat other people. Our feelings about ourselves and our sense of our own power and control over our lives affect our relationships, our ability to protect ourselves and so on. Our values and morals often impact our behaviour as well.

Students Peer Teaching and Learning

The Christian and Citizenship Values Education subject embraces peer teaching as an approach that encourages learning by students from the peers. Students feel comfortable and convenient to learn from their own peers, especially from someone of equal standing, someone equal to them in education, age (as in generations) and social groups or social classes. Students who have developed an understanding of good civic knowledge and are confident can be the peer teachers to other students. They can positively influence their peers to be good citizens as well. The students' learning strategies places emphasis on learning in the affective and cognitive domains.

Essential Non-Cognitive Skills in the Teaching and Learning in the Christian and Citizenship Values Education (CCVE) Curriculum

Non-Cognitive Skills in Teaching and Learning

The Teaching and Learning in CCVE must be driven by the desire towards inclusive and equitable quality education and lifelong learning for all. Teachers' ultimate aim is to adequately prepare the learners for the world of tomorrow.

Our world is constantly changing due to rapid technological advancement, increased mobility, demographic changes, increase in inequality and environmental degradation. All these changes are ultimately affecting the way that we live and pose greater challenges to young adults.

This means that our education systems need to be preparing learners for jobs that don't even exist yet. It won't be long until machines will replace many manual jobs and other jobs with traits traditionally considered to be for humans only which were keys to success, as machines will also gain this skills and traits.

Today all learners still need to know the basics such as reading, writing and arithmetic, and then they also need technical skills to prepare them for specific jobs to work in agriculture, as a designer, artisan or as a computer technician. But these are not the only skills they need. There are many other skills which are important in today's world, and they have been given countless names such as non-cognitive skills, soft skills, 21st Century Skills, transferable skills and transversal skills.

Across any kind of job whether a politician, CEO, a teacher or street vendor, every person need to have skills and attributes such as resourcefulness, perseverance or entrepreneurship. They are truly relevant to each and every one of us regardless of our background, field of work or status.

Also, if we really want to build more peaceful and prosperous societies, we need to start not just in the classroom, but with the individual, so learners can develop critical thinking, creativity and the curiosity to learn. Education needs to prepare learners to live together with others through developing empathy, tolerance and respect for diversity but unfortunately, most education systems fall short in equipping learners with these crucial skills.

Stakeholder responsibility in supporting non-cognitive skills in teaching and learning of CCVE

We all need to do our parts in CCVE teaching and learning to make this a reality. First, non-cognitive skills need to be made a priority, and education policies are recognized across all areas of the curriculum. Teachers need to be supported and equipped with innovative strategies that they can become facilitators of

learning and not just transmitters of information. Then, they can encourage learners to work in teams and engage with the world around them. And then we also need assessments beyond tests and exams that give importance to these skills that can truly reflect the many talents and abilities of learners. All of us, whether we are policy makers, educators, parents or students, need to take action so the education systems can keep up with our changing world. We can better prepare learners to live happier, healthier and more productive lives if we collaboratively do what is needed so that our children, can truly contribute to building a more peaceful, equitable and sustainable future as young adults.

Curriculum developers and designers and teachers should always ask themselves whether the curriculum they are designing or implementing will meet the ultimate aim of SBE and at the same time adequately prepare the learners for the world of tomorrow through the genuine teaching and learning of the non-cognitive skills.

Cognitive and Non-cognitive skills in schooled and educated persons

Multiple traits compose a broad definition of what it means to be an educated person. Indisputably, being an educated person is associated with having a certain command of a curriculum, and knowledge of theories and facts from various traditional disciplines such as Language and English, Mathematics, Sciences, Social Sciences, Arts, Agriculture and Technology. But the term educated also suggests a more far-reaching concept associated with “individuals’ full development.” Such development implies, for example, that individuals are equipped with traits and skills—such as interpersonal skills, critical thinking skills, problem solving skills, social skills, persistence, creativity, and self-control—that allow them to contribute meaningfully to society and to succeed in their public lives, workplaces, homes, and other societal contexts. These traits are often called, generically, non-cognitive skills.

Most processes in education today are aimed at the **cognitive** skills and very little or no time is spent on the development of the non-cognitive skills (Affective skills). **As a result, most of the people are schooled and not educated.** Meaning, a lot of people including the youths who have dropped out of school and have not been adequately educated and trained in the development of Non-cognitive skills, are not participating meaningfully in their lives. Even worse, are highly schooled people who have a job or are working in a professional job still aren’t educated including those at the very top jobs. They lack non-cognitive skills and have attitude and behavior problems and issues which often lead to unsuccessful lives.

What are Non-Cognitive Skills?

Non-cognitive skills are any skills that are **not cognitive**. Cognitive skills are those skills concerned with acquisition of knowledge such as memory, attention, planning, language and thinking skills as opposed to affective skills. They relate to the mental processes of acquiring or obtaining knowledge by the use of reasoning, intuition, perception, thought or through experience and the senses (Myers.D.G, 2005).

Non-cognitive skills influence the overall behavior of a person. For example, a nurse who is able to easily comfort patients has non-cognitive skills. Non-cognitive skills include for example emotional maturity, empathy, persistence, interpersonal skills and communication skills.

The term Non-cognitive skills, like Soft skills, Transferrable skills, Transversal skills, Life Skills and the 21st Century skills may cause a great deal of confusion, but they all have something in common. All of these terms refer to an overall idea and purpose that we can all understand a wide range of values, attitudes, skills and behaviors such as communication, leadership and teamwork among many others.

1. Soft Skills

Soft skills is a term used by employers to refer to the more intangible and non-technical abilities that are sought from candidates, whereas hard skills are the tangible and technical skills easily demonstrated by a candidate's qualifications and specific professional experiences.

Soft skills are sometimes referred to as transferable skills or professional skills. As this term implies, these are skills that are less specialised, less rooted in specific vocations, and more aligned with the general disposition and personality of a candidate. Examples of important soft skills are communication, teamwork and problem solving.

Soft skills relate to your attitudes and your intuitions. As soft skills are less referable to your qualifications and more personality-driven, it is important to consider what your soft skills are and how you might show evidence of them before you apply for a job. This is particularly true of the recruitment process for graduate programs, where transferable skills and potential often take precedence over professional experience. Being able to demonstrate your soft skills equates to demonstrating great potential to succeed and progress in the career of your choice. Leadership is one of the core soft skills.

- **Why soft skills matter**

Soft skills are the difference between adequate candidates and ideal candidates. In most competitive job markets, recruitment criteria do not stop at technical ability and specialist knowledge. Particularly with graduate schemes, recruiters will be looking for people who can become leaders, and leadership, itself, depends on several key soft skills.

An instructive example of the difference made by soft skills is a medical doctor. A doctor is required to have an extensive repertoire of hard skills, especially the ability to diagnose and prescribe treatments for an array of ailments. But a doctor who does not have the soft skills of emotional intelligence, trustworthiness and approachability is not likely to be very highly regarded by their patients. Similarly, a salesperson who may have an unrivalled and exhaustive knowledge of their market will find it difficult to close a deal and retain their clients if they lack the soft skills of interpersonal skills and negotiation.

Soft skills are not just important when facing external customers and clients. They are equally important when it comes to interacting with colleagues. Soft skills relate to how you work with others (whereas hard skills relate to you, in isolation, as an individual). Employers value soft skills because they enable people to function and thrive in teams and in organisations as a whole.

A productive and healthy work environment depends on soft skills. After all, the workplace is an interpersonal space, where relationships must be built and fostered, perspectives must be exchanged, and occasionally conflicts must be resolved.

- **Key soft skills in CCVE**

Some of the key soft skills that must be taught and learnt in CCVE include: Communication, Self-Motivation, Leadership, Responsibility, Teamwork, Problem Solving, Decisiveness, Ability to Work under Pressure, Ability to work and deliver with less supervision, Time Management, Flexibility, Negotiation and Conflict Resolution.

2. Transferrable Skills

A Transferrable Skills is basically, any talent developed and able to be used in future employment. They refer to a specific set of skills that don't belong to a particular niche, industry or job; they are general skills that can be transferred between jobs, departments and industries (hence the name). Transferrable skills include aptitude and knowledge acquired through personal experience such as schooling, jobs, classes, hobbies, sports etc. and develop as you progress through education, employment and training.

- **Why transferrable skills matter**

Employers often value these skills because they can be used in so many ways in the workplace. Communication, problem solving and teamwork are all examples of transferable skills because they can be used in any employed role, your education or vocational training. Transferable skills tend to bring the following benefits for candidates and employers: Flexibility, Diversity, Portability and Employability.

Transferable skills will demonstrate that you can adapt to new demands.

- **Key transferable skills in CCVE**

Some of the key transferable Skills that must be taught and learnt in CCVE include skills such as; Business Strategy, Leadership and Team Management, Problem Solving, Teamwork Ability, Data Analysis, Communication Skills, Time Management, Work Ethic, Commercial Awareness, and Listening and Providing Feedback.

3. Transversal Skills

Transversal skills are skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings for example, organizational skills or tolerance.

- **Why Transversal Skills matter**

These skills are increasingly in high demand for learners to successfully adapt to changes and to lead meaningful and productive lives.

- **Key transversal skills in CCVE**

Some of the key transversal skills that must be taught and learnt in CCVE include;

- Critical and innovative thinking;
 - Inter-personal skills such as presentation and communication skills, organizational skills, teamwork, etc.;
 - Intra-personal skills e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.;
 - Global citizenship e.g. tolerance, openness, respect for diversity, intercultural understanding, etc. and;
 - Media and information literacy such as the ability to locate and access information, as well as to analyse and evaluate media content.
 - Transversal skills such as entrepreneurial skills, ICT, and personal and language competences are widely applicable.
- When and where transversal skills should be developed

Transversal skills should have been developed by the end of initial education and training, and should act as a foundation for further learning as part of lifelong learning, which means they should be acquired by end of formal schooling but could also be developed throughout life.

4. Life skills

Life Skills' refers to the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location *etc.*

- The most important life skill in CCVE

The most important life skill in CCVE is the ability to learn. By learning new skills, we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned indirectly through experience and practice.

- Why Life Skill matter

Life skills of practical knowledge, skills and behaviours acquired through learning in conjunction with cultural rooted knowledge, attitudes and values empower an individual to live happy, healthy and productive life in his or her community and beyond.

- Key Life skills in CCVE

Some of the key Life Skills include; Communication and Interpersonal Skills, Decision Making & Critical Thinking Skills, Coping and self- management Skills, Livelihood Skill, Contextual or Issue-Based Skills and Basic skills such as Personal Skills, Presentation Skills, Leadership Skills, Writing Skills, Numeracy Skills, *etc.*

5. 21st Century Skills in CCVE – the 8 C's

The 21st Century skills in CCVE include the 8 **C's**; Critical thinking, Collaboration, Communication, Creativity, Citizenship, Culture, Character Education (including Christianity), Connectivity.

- **The Importance of the 8 C's**

The key purpose of educational institutions is preparing children for their future jobs and careers. However, the problem educational institutions are facing is that the future of today's children is so unpredictable. Jobs or careers we can't even imagine are created every day. Employers require creative and problem-solving skills and an ability to adapt to changes. Those new skills and abilities, children or students can't polish by solving standardized tests. That's why teachers need to foster these new skills in the classroom- skills of 8 **C's** in CCVE.

Teachers are required to foster the CCVE 8 **C's** of the 21st Century in the Classrooms, schools and communities through engaging assessments projects. A lot of planning is required to implement the 8 **C's** in everyday teaching and learning. Teachers are required to collaboratively plan teaching and learning activities and assessment tasks in order to inspire our students to start developing their creativity, communication, collaborative, citizenship, connectivity, character and critical skills.

We can start by changing traditional teaching ways and identifying a few methods that can inspire learning and transform students into scholars in the 21st Century. It will be hard and uncomfortable to change old teaching ways but it can be rewarding both for teachers and students if the curriculum we develop guides the teaching well.

- **Designing teaching and learning activities that utilizes integration is desired for CCVE teaching and learning.**
- **Developing rubrics for the non-cognitive skills in CCVE assessment is extremely important and required to guide our teachers.**

What is common amongst Non-cognitive skills

Whether they are Non-cognitive Skills, soft skills, transferrable skills, transversal skills, Life Skills or 21st Century skills, they all have something in common. The Non-cognitive skills, soft skills, transferrable skills, transversal skills, Life Skills and the 21st Century skills have been displayed in this comparison table to help us understand that all of these terms refer to an overall idea and purpose that we can all understand a wide range of values, attitudes, skills and behaviors. The list of skills put together in this comparison table are considered most important for each of the skill types but a complete list of these skills is beyond the scope of this piece of work.

Affective Skills	Examples showing similarities					
1. Non-cognitive skills	Communication	Persistence	Emotional maturity Empathy	Transitional Skills; e.g. collaboration, time management etc	Personal Development Skills Identity Skills	Transformative workplace skills; E.g. following instructions, work self-assessment etc.
2. Soft Skills	Communication	Self-Motivation Flexibility	Leadership Decisiveness Responsibility	Problem Solving Negotiation and Conflict Resolution	Teamwork	Ability to Work under Pressure and Time Management
3. Transferrable Skills	Communication Listening and providing feedback	Business Strategy	Leadership and Team Management	Problem Solving Commercial Awareness	Teamwork Ability Work Ethic	Time Management Data Analysis
4. Transversal Skills	Communication Presentation Organizational Teamwork (referred to as Inter-personal skills)	Self-discipline Enthusiasm Perseverance Self-motivation etc.,	Entrepreneurial skills	Media and information literacy ICT and digital literacy	Global citizenship (e.g. tolerance, openness, respect for diversity, intercultural understanding, etc.)	Connectivity
5. 21st Century Skills = 8 Cs	Communication	Creativity	Collaboration	Character Education Culture	Critical and innovative thinking Critical thinking Citizenship	Connectivity

<p>6. Life Skills</p>	<p>Interpersonal Communication Negotiation Advocacy Empathy, Cooperation Team work Refusal</p>	<p>Decision making and Critical Thinking, Problem solving and critical thinking</p>	<p>Coping and self-management Skills; e.g. self-awareness, skills for managing feelings, skills for managing stress etc.</p>	<p>Livelihood Skills; (e.g. traditional knowledge and skills, skills for recognizing diversity as rooted in identity etc.)</p>	<p>Contextual or Issue Based Skills; e.g. health managing skills, gender awareness skills, civic education, leadership and governance skills, Environment Management Skills, Entrepreneurial and Finance Management Skills, Sports and Physical Education Skills etc.</p>	<p>Basic Life Skills; e.g. Personal Skills, Presentation Skills, Leadership Skills, Writing Skills, Numeracy Skills, Digital Literacy, Financial Literacy, Literacy Skills etc.</p>
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Compulsory teaching, learning and assessment of Non-cognitive skills

Teachers are challenged to ensure the compulsory teaching, learning and assessment of the non-cognitive skills. Teachers should collaboratively design learning activities that provide the opportunity for the non-cognitive skills to come into play during the learning. Teachers are encouraged to assess themselves to establish if they have challenges with concerns about teaching and learning the non-cognitive skills.

• Concerns about Non-cognitive Skills in PNG

There is a great challenge in teaching the non-cognitive skills in the PNG education context as a result of following concerns;

1. For a very long time, there was a lack of emphasis on Non-cognitive Skills in teaching, learning and assessment;
2. There was a failure to identify and distinguish the non-cognitive skills clearly from the cognitive skills;
3. There was a challenge of a clearly defined clustering of the Non-cognitive skills according to PNG education context and need;
4. There was a lack of the ability to formally clearly identify Non-cognitive skills that will adequately prepare PNG students for the future;
5. There was a failure of the use of rubrics for effective teaching, learning and assessment for the formally and clearly clustered Non-cognitive skills

Improving teaching, learning and assessment of Non-cognitive skills through Affective Teaching in CCVE

The following activities have been proposed to improve the teaching and learning of Non-cognitive skills in SBC and CCVE.

1. Emphasis in teaching and learning must focus strongly on the Affective Teaching and Learning methods for Non-cognitive skills to be effectively taught.
2. Teachers are encouraged to self-educate themselves if they find that the concerns identified implicate them in any way to improve their teaching practices.
3. Rubrics for Non-cognitive skills in the SBC and CCVE curriculum must be developed to guide the teaching and learning well.
4. The Values and attitudes already in the SBC and CCVE must be incorporated with the identified categories of Non-cognitive skills to develop the rubrics.
5. Teachers are encouraged to develop school-based additional benchmarks for the Non-cognitive skills with the rubrics if their assessment of the recommended benchmarks does not sufficiently or adequately address the successful learning of the non-cognitive skills.

Can Non-cognitive Skills be taught?

Until now, though, students have only indirectly acquired these skills, they have not, however, had the opportunity to specifically target and foster them through explicit or formal instruction. In other words, these non-cognitive skills have only been caught by students – not taught to them. In completing daily assignments and turning in homework, for instance, students acquire self-discipline. By participating in extracurricular activities such as sports, students also develop resiliency. Through indirect means, then, we have been developing these non-cognitive skills.

Might it be possible, though, to make these non-cognitive skills part of the explicit curriculum where we specifically target and develop these vital characteristics in all kids? Is it possible to directly teach and foster factors like determination, hope, resiliency, self-motivation, and other key skills for success? Can SBC teach these skills?

Non-cognitive skills are not innate characteristics incapable of being altered but can instead be cultivated. Some individuals do not develop these skills earlier on in life, but fortunately, these skills can be learned. The earlier we begin teaching and fostering these skills in students, the better.

Teachers can teach Non-cognitive skills if they can challenge themselves a little more, have motivation, self-discipline, and resiliency. From ancient marvels like Plato to modern day success stories like Bill Gates, these skills have been crucial elements of success in the human endeavor throughout all of history. Likewise, students have developed these non-cognitive skills within schools since the first schoolhouse doors opened.

Can Non-cognitive skills be assessed after being taught?

Non-cognitive skills and other soft skills place emphasis on behaviors, values, attitudes and attributes and are not measured objectively. They are complex and difficult to assess because of the fact that they are subjective or personalized (no wrong or right). They are difficult to objectively assess and analyze since affective objectives differ from simple attention to selected phenomena to complex, and the assessor needs a great deal of effort and time to carefully design assessment tasks for the different aspects of values, attitudes, qualities of character, conscience, behaviors and attributes. Therefore, we need assessments beyond tests and exams that give importance to these skills so that they can truly reflect the many talents and abilities of learner.

To ensure non-cognitive skills are assessed well, the non-cognitive skills have been clustered into categories and clusters of skills. Sample rubrics must be developed to assist the teachers to assess the students' achievement of the Non-cognitive Skills. The development of Rubrics in the Christian & Citizenship Values Education curriculum is necessary and must be considered as an essential part of CCVE that must be done well.

Categories of Non-cognitive skills in CCVE

The proposed Non-cognitive Skills that students must learn in CCVE are Categorized into four (4) which are sub-divided into clusters within that category:

Category 1: Interpersonal and Intrapersonal Skills = 2 Clusters

Cluster 1: Intrapersonal Skills

Cluster 2: Interpersonal Skills

Category 2: Livelihood and Contextual Skills = 2 Clusters

Cluster 1: Livelihood Skills or Essential Life Skills

Cluster 2: Contextual Skills or Needs-based Skills

Category 3: The 21st Century Skills = 2 Clusters

Cluster 1: Personal Skills

Cluster 2: Team Skills

Category 4: Transformative and Transferrable Skills = 2 Clusters

Cluster 1: Transformative Skills

Cluster 2: Transferrable Skills

Content Overview

The Citizenship and Christian Values Education contains four (4) strands. The subject takes into account the extent to which students will develop the capacity to process the content of the four strands and reach conclusions that are broader than any single piece of knowledge.

Students will understand better the complex sets of factors that are influencing civic actions in their societies if they are equipped with the necessary knowledge, attitudes and skills they need as active citizens. The content is organized according to the identified and nominated strands for the Citizenship and Christian Values Education content from Preparatory to Grade 12.

STRAND 1: BIBLICAL VALUES AND PRINCIPLES

Unit 1: Biblical Values and Practices

Unit 2: The Ten Commandments-God's Core Principles

STRAND 2: CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

Unit 1: Christian Identities

Unit 2: Civic Principles

STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

Unit 1: Christian Citizenship

Unit 2: Christian Citizens and Active Participation

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Unit 1: Christian Leadership

Unit 2: Good Governance

Content Standards, Benchmarks, and Evidence Outcomes

Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained.

Content Standards

Content Standards are broadly stated expectations of what students should know, understand, and be able to do in particular subjects, grade level, or school level. *For example*, students will be able to interact and convey simple messages using comprehensible language.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development. *For example*, grade 9 students will meet the above standard when they ask and answer questions about routine matters using comprehensible language. Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate competency using various representations in real life situation.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks to not only make it easier to interpret and understand the relationship between these two standards but also to help with lesson planning and assessment and reporting of students' performance in relation to a content standard.

Grade: Grade is indicated by the first number (*for example*, 9)
Strand: Strand is indicated by the second number (*for example*, 9.1)
Content Standard: Content Standard is indicated by the third number (*for example* 9.1.1)

Benchmark: Benchmark is indicated by the fourth number (for example, 9.1.1.1)

Thus, the code will read as **Content Standard 9.1.1.** and **Benchmark as 9.1.1.1**

Content Standards, Benchmarks, and Evidence Outcomes

GRADE 9 STRANDS AND UNITS

STRAND 1: BIBLICAL VALUES AND PRINCIPLES

Rationale

The Bible is the authority for all things and the means by which God provides core values and principles for living in a way that protects from harmful thinking and behaviour. It is the supreme foundation in all aspects of a child's molding and up-bringing as well as a guide for his/ her life. The foundational biblical principles that unbind the law of God in the Old Testament are a guide to everything we do. They are permanent, unchanging, and universal in nature. They inform the values we use to make everyday decisions. The biblical values are the bridge between principles and behaviour and act as the operating system to drive our everyday thoughts. They are internal and subjective, and may change over time. Our value system must be aligned with God's principles.

This strand thereby, aims to bring to the students the focus on the Bible and the biblical principles contained therein to influence their values and propel them to correct and ethical behaviours and attitudes. Biblical values and principles focus on building, molding the student with values, attitudes, knowledge, and skills from the Bible, empowering and guiding them to practice these values and principles and use them in life.

The key broad learning concepts; Biblical values and practices and Ten Commandments: Gods core principles are where the content standards, benchmarks, units and topics identified from.

Scripture clearly teaches and informs how one is to live (Romans 12:1-2) and be shaped by renewing a spirit of sacrifice, not conforming to the things of this world speaks about sowing biblical principles and reaping values that govern behaviours. The quote, 'Sow a thought; reap an action, sow an action; reap a habit, sow a habit; reap a character; sow a character, reap a destiny' speaks to a great biblical truth at the core of who we are called to be in Yeshua Hamashiach (Jesus Christ), thus embracing the understanding of biblical values.

Evidence Outcomes:**Grade 9**

By the end of Grade 9 all students can be able to:

- Define and explain God in one.
- Explain God the Father, the God the Son and God the Holy Spirit what they are and who they are using the bible and other resources.
- Identify and explain the essence and core pillars of God in one; God the Father, God the Son and God the Holy Spirit
- Explain the construction, representation, of the “God in one” in biblical times.
- Discuss the circulation and utilisation of Oneness of God in the biblical times.
- Communicate with others about God in one to the reposition of God in the biblical times.
- Explain how believers value, interpret, represent and utilise the concept of “Holy Trinity” or the Oneness of God.
- Explain how other religions value, interpret, represent and utilise the concept of the oneness of God.
- Examine the meaning of the 3rd and 4th Commandment.
- Explain the purpose and relevance of the 3rd and 4th Commandments.
- Discuss the values and principles of the 3rd and 4th Commandments and the influences on the lives of people.
- Describe the Sabbath day and its values according to the first 5 books in the Bible and explain how it should be observed.
- Explain the influences of the values and principles of the 4th Commandment on the lives of the believers.
- Define the attributes of God in the 3rd and 4th Commandments.
- Investigate Commandments 3 and 4 and explain the regulation of the attributes of God through the commandments.
- Explain the underlying biblical principle of God’s attribute regulated i Commandments 3 and 4
- Define obedience and disobedience and blessings and curses.
- Describe disobedience of the 3rd and 4th Commandments.
- Explain what disobedience means to God.
- Explain how God disciplines his people.

Unit 1: Biblical Values and Practices

Biblical Values and Practices intend to inform the students and equip them with understanding of and interpretations of natural and Biblical values and virtues in living the lifestyle portrayed in the Holy Scriptures and the gospels, to share with one another, articulate the Biblical virtues and values to enable them to confidently make decisions on specific issues that affect them as individuals in the community. Understanding and living the Biblical values begins from the inner being of a person and practice physically is secondary in life. (Exodus 17)

“Great are the works of the Lord; They are studied by all who delight in them.” Psalm 111:2 As the foundation in a believer’s character is being laid, the learning and development capacity of the student is addressed and established. Each child is an expression of God’s Principle of Individuality. He/she is seen as an individual created in God’s image, unique and possessing certain gifts and qualities that sets him/her apart from all others. As his/her strengths and weaknesses are identified, the learning process both affirms and stretches him/her, calling him/her up to excellence in every area of life so that he/she may effectively exert biblical influence in his/her life spheres.

The course of study in this unit defines the essence and the core pillars of God as in One, both in the old and new testaments of the Bible. The students are encouraged to search the scriptures and understand God’s as in One; God the Father, God the Son and God the Holy Spirit, each with their attributes and characteristics that will help them to define God according to their own understandings and relate to how other believers value, interpret, represent and utilise the concept of God. Seeing God as one, but performing in various aspects of creation and life enables a student as an individual to make satisfying and truthful decisions about his/her belief in the God who is the source of his/her existence here on earth, for without Him there is no life and love.

Content Standard: 1.1.

Students will be able to explore and make sense of the biblical values and principles, and explain how they were represented, promoted, modelled, validated, and practiced in biblical times.

Grade 9 Benchmarks

- 9.1.1.1** Investigate and explain the concept of the Oneness of God and analyse its essence and core pillars.
- 9.1.1.2** Compare and contrast the works of construction, representation, circulation, utilisation and reposition of the oneness of God in biblical times.
- 9.1.1.3** Investigate and explain the intensity of how believers and different religions and church ministries value, interpret, represent and utilise the concept of the oneness of God

Unit 2: The Ten Commandments: God’s Core Principles

The Ten Commandments are the principles of God’s kingdom and the rule by which all His creatures govern their lives. The basic, fundamental principle of these commands is love - supreme love for our Creator God and unselfish love for our fellow humans. This principle of unselfish love must be firmly entrenched into the fibre of our being, into the very core of our existence in order for us to be fitted for God’s kingdom. The Ten Commandments are the practical outworking of this principle and their adaption to the sinful context of human life. These commands also express in more detail important principles of living according to God’s rule as they flow from the foundational love principle.

The Ten Commandments served the purposes of revealing the nature of God/ Yahweh to Israel, and the declaration from The Creator's infinite wisdom what he valued as just, righteous and godly. They stand as God's core principles (Exodus 20:1-26) to a life devoted in love and reverence to Him and others. These are seen clearly as two sections. Commandments 1-4 orient man to God, Commandments 5-10 focus on human relationships and processes for moral living. It takes an individual student to; grow within, his or her inner being to live a trouble free life under the most basic instructions of living the Ten Commandments. (Exodus 20:1:17, 2Timothy 3:16-17, Romans12:1-2)

Grade 9 students are encouraged to consider critically in their learning of Commandment 3, the purpose of this commandment and why the Bible tells us that using Yahweh- God's name in vain is an offence or sin. On the same note, why is it important to learn about Commandment 4. Find out why the Seventh day is very important according to God's events in creation and research the change of the day of worship by different faiths.

This content therefore, embraces the 3rd and 4th of the Ten Commandments as God's Core Principles and their influence on people's thinking, standards of behaviour, and practices as individuals or persons that are part and parcel of Godly community establishments. The biblical principles, virtues and moral living inscribed in the 3rd and 4th of the Ten Commandments are inspired.

Content Standard: 1.2.

Students will be able to identify and explain the Ten Commandments as God's core principles and evaluate their influence on people's thinking, standards of behaviour and practice in different contexts.

Grade 9 Benchmarks

- 9.1.2.2** Explain the meaning, purpose and relevance of the 4th Commandment and analyse its values and principles and its influence on people.
- 9.1.2.3** Identify and correlate God's attributes to the 3rd and 4th Commandments and explain the reasons for God regulating these attributes.
- 9.1.2.4** Analyse God's expression of attitude and character towards the disobedience of the 3rd and 4th Commandments and His discipline for people

STRAND 2 : CHRISTIAN IDENTITIES AND CIVIC PRINCIPLES

Rationale:

The strand Christian Identities and Civic Principles consists of the contents that describes the different identities and explores the meaning of civic principles with essence of Christianity. It promotes Christian and civic identities, values and principles of different organisation, and systems including leadership, interest groups and government in different context.

The purposes of these, identifies the responsibilities of citizens while at the same time, stresses the importance of the influence of Christian values, and principals on individual civic thinking, behaviour and action. It is important that students learn Christ-like qualities to develop moral character, and ethical conduct.

The students are provided with theory and practical learning opportunities which will enable them to understand and make informed choices and decisions with consideration of Christian and civic identities, values and principles. It helps them to appreciate their own identify and relate to others easily and also explains the representation, construction, utilisation and regulations of civic and Christian identities, values and principles in a global and technological age.

Evidence Outcomes:

GRADE 9

By the end of Grade 9 all students can be able to:

- Describe how various Christian community groups civic identities are constructed and represented.
- Communicate ideas responsibly on the functions of different Christian groups and their identities in the community.
- Justify on how different community groups constructed and represented their civic identities in the society.
- Being genuinely considerate of Christian beliefs, values and principles of civil society groups civic identities.
- Substantiate the impact of various Christian beliefs, values, and principles in the formation of civil society groups' identities in the community.
- Confidently explain the differences between civil societies, Christian principles and values, and civic principles, values and agendas.
- Validate the influences on how Christian and civic principles and values have on different civil societies.

Unit 1: Christian Identities

Civic Identity includes concepts that focus on the Individual civic roles and perceptions of these roles. It consists of National Identity, Symbols of identity, Civic Self-Image and Civic Connectedness. It is based on the (re) construction and representation of Christian civic identities that both influence and are influenced by their identities as an individual and member of an organisation and system.

In Grade 9, students studied the Reconstruction and restoration of individual Christian Identities. The Christian values and principles underlying the construction and representation of individual Christian identities. The Process of reconstruction and representation of individual Christian identities and the relationship between the civic identity of Jesus Christ.

Content Standard: 2.1

Students will be able to examine and analyse Christian identities and explain how they are constructed, represented, utilised, and regulated in different contexts and evaluate their characteristics.

Grade 9 Benchmarks

9.2.1.1 Investigate and analyse how Christian identities are constructed and represented in different Christian community groups.

9.2.1.2 Investigate the Christian values and principles underlying the reconstruction or construction, and representation of community groups' Christian identities.

Unit 2: CIVIC PRINCIPLES

Civic principles focus on the shared ethical foundation of civic society and on nurturing citizens with good morals and values. It is based on Christian values and principles that shape identities and influence views and behavior of individuals and specific groups.

In this unit students will study the importance of Christian values and principles in the development of moral character and, ethical conduct of individual citizens. These Christian beliefs, values, and principles that shape an individual's Christian civic identities, and the influence of Christian values, and principles on individual civic thinking, behaviour, and action.

Content Standard: 2.2

Students will be able to examine and analyse Christian principles that shape Christian identities and influence civic principles, values, behavior, and practices in different contexts.

Grade 9 Benchmarks

9.2.2.1 Evaluate how Christian beliefs, values and principles shape the civic identities of different Christian community groups.

9.2.2.2 Investigate and explain how Christian principles and values influence civic principles, values and agenda of different civil societies.

STRAND 3: CHRISTIAN CITIZENSHIP AND SOCIETY

Rationale:

This strand focuses on citizenship participation and civic relationships between individuals and groups of citizens and their societies. The successful realisation of each person depends on the level of citizen participation and ownership of their citizenry. The strand is focused in educating persons with the knowledge and understanding of society as well as beliefs about citizens and the groups they belong to, their roles, rights and responsibilities within their civic society, and the *opportunities* and *abilities* to engage in their civic society.

An educated citizen can make the necessary contributions that are needed for development and have wider opportunities and more life options to choose from. The strand is focused on increasing citizen participation in the development of all the financial, land and other resources that are available and accessible to them. The learning contexts are centered on the family and community units as the agents for instilling good ethics, morals and values to improve the character of our students to be good citizens. The learning activities in the strand encourage students to be able to develop positive mind-sets and become purpose-driven, motivated and contribute positively to their families, communities, societies, the nation and the global community.

Evidence Outcomes:

GRADE 9

By the end of Grade 9 all students can be able to:

- Identify roles and responsibilities of different Christian and civil human rights organisations.
- Categorise the issues surrounding situations to which Christian roles and responsibilities can be affected in the Christian and civic organisations.
- Identify benefits associated with Christian roles and responsibilities.
- Present findings on the roles and functions of the different civic human rights organisations in the country.
- Identify Christian values and principles used by Christian and civic organisations to promote human rights, including the rights of marginalised, under represented and oppressed people.
- Create awareness on the benefits of promotion of tolerance and justice in the society.
- Advocate for peace, respect, equality, and justice in the societies.
- Identify values of various societies that make them stand out in PNG as good societies.
- Identify the conflicting beliefs and practices of different societies to Christian principles and propose appropriate strategies with reference to the Bible.
- Examine the Christian beliefs and practices of contemporary societies in PNG.
- Advocate on the importance of Christian roles and responsibilities in building and sustaining their societies.
- Participate in community engagements and rehabilitation.
- Present findings on the level of influence and participation of Christian organisations in different societies.

Unit 1: Christian Citizenship

This unit focuses on the civic relationship between individuals and groups of citizens and their society. It emphasises on roles, rights and responsibilities of individuals and the relationships between individuals and groups in society.

This unit further emphasises on their abilities to recognise that Papua New Guinea is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds. It also enhances characteristics of good citizens and elaborates on types of citizenships available and how to gain citizenship in a foreign country.

Content Standard: 3.1

Students will be able to investigate and explain various Christian Civic Systems and examine how they influence citizens' perceptions, values, behaviors and civics responsibilities and engagements.

Grade 9 Benchmarks

9.3.1.1 Identify and explain the roles and functions of different Christian and civil human rights organisations.

9.3.1.2. Analyse the Christian values and principles leveraged by Christian and civic organisations to promote and safeguard the rights of the marginalised, under represented and oppressed people.

Unit 2 : Christian Citizens and Active Participation

This unit emphasises on responsibilities and abilities of individuals and groups in the society. Students demonstrate active citizenship qualities through positive relationships through community participation in decision making, problem solving and participation in rehabilitation projects and service delivery in the society. Thus instil in students' positive attitudes and values that change their mindset and enable them to be effective and responsible citizens in their families, communities and society.

Content Standard: 3.2

Students will be able to describe and analyse the characteristics of different societies and evaluate the roles and responsibilities of Christian citizens in building and sustaining these societies.

Grade 9 Benchmarks

9.3.2.1. Evaluate the roles and responsibilities of Christian citizens in building and sustaining socialist societies.

9.3.2.2. Examine the level of influence and participation of Christian organisations in different socialist societies.

STRAND 4: CHRISTIAN LEADERSHIP AND GOVERNANCE

Rationale:

This strand underpins the core units on Christian Leadership and Governance in service delivery. It promotes the principles, values, behaviours and characteristics of Christian Leadership and good Governance. It sets teachable concepts of promoting integrity, accountability, transparency, participation, responsiveness, effective and efficient performance. It outlines the scope of Christian Leadership and good Governance by providing relevant phases, context and benchmarks from Preparatory to Grade 12.

In Grade 9, students study steward leadership. They look at the essence, traits and importance of steward leadership and how it affects people and organisations.

They study the principles of accountability and transparency in decision-making, implementation and how it can eliminate corruption and bring about positive change in people's lives and organisations. Students are also given the opportunity to study the Whistle Blowers' Laws and other criminal and civil laws that generally improve transparency and accountability in organisations. This strand will promote and develop affective and cognitive domains of students to learn and practise good governance and positive leadership qualities in their lifelong living. The benchmarks for the strand set the standards of achievement of good governance and leadership concepts learnt from Preparatory to Grade 12.

GRADE 9

By the end of Grade 9 all students can be able to:

- Create awareness charts, posters, pamphlets, dramas and role plays to promote the steward leadership to improve leaders behaviours and practices.
- Plan and conduct school awareness programs on the steward leadership style.
- Apply appropriate research methods to acquire information about ethical and moral principles of good governance in line with biblical practices.
- Discuss and explain the ethical and moral characteristics of good governance such as -participatory, conscious oriented, responsive, effective and efficient, equitable and inclusive.
- Design communication structures used by administrators at the provincial level.
- Analyse the strengths and weaknesses of communication strategies used at the provincial level.
- Suggest ethical communication practices that can be applied at the provincial level.

Unit 1: Christian Leadership

The unit focuses on leadership skills and qualities that will help students to build the confidence and empower them to be good leaders. The unit will include leadership qualities, behaviours, capabilities and attitudes and values that a person needs in order to be successful at leading and directing others. It will help students learn how to be the leader in themselves. The unit will assist the students discover their ability to help people develop their own abilities to be successful leaders that drive others to achieve their own successes. Learning about leadership in this unit will help students to be leaders who can make good informed decisions and choices, plan, and associate well with others, and use their talents, potentials and strengths to solve problems and issues.

Grade 9, students will learn about biblical principles and values of steward leadership. In the light of this concept, the students are enabled to use the principles, traits and values in their practices to oversee others and resources in different contexts.

Content Standard: 4.1

Students will be able to investigate and analyse the principles, values, behaviors, characteristics and practices of Christian Leadership.

GRADE 9 BENCHMARKS

- 9.4.1.1** Investigate and explain the essence of steward leadership and correlate it to the behaviours and practices of leaders in different contexts.
- 9.4.1.2** Analyse the traits of steward leaders and justify their importance in leading people and organisations.
- 9.4.1.3** Inquire and evaluate principles and values of steward leadership.
- 9.4.1.4** Identify and analyse the core principles and values of steward leadership of a Christian leader.

Unit 2: Good Governance

Good Governance is about taking care of public assets and resources. It is important to teach good governance as it helps students avoid bad practices such as corruption and misuse of public resources that defeat the success of better development in institutions and the nation as a whole.

Grade 9 students will learn about the principles of accountability and transparency as well as the participation of citizens in decision-making. In learning these concepts, it helps students identify the importance of upholding laws and technology solutions that can improve transparency and accountability and the participation of citizens in decision-making in different contexts

Content Standard: 4.2

Students will be able to explore and evaluate the characteristics and principles of good governances and examine how these are represented in governance behaviour and practice in different contexts.

GRADE 9 BENCHMARKS

- 9.4.2.1** Examine the principles of accountability and transparency and their importance to political governance.
- 9.4.2.2** Investigate and compare Christian and secular views on transparency and accountability to political leaders.
- 9.4.2.3** Examine how transparency and accountability in decision-making and implementation can eliminate corruption and bring about positive change.
- 9.4.2.4** Examine what the bible says about participation of citizens in decision-making and explain how this is represented.
- 9.4.2.5** Investigate and explain how Whistle Blowers' Laws and other criminal and civil laws can improve transparency and accountability.
- 9.4.2.6** Investigate and evaluate the effectiveness of participatory and inclusive decision-making enabling laws.
- 9.4.2.7** Investigate and develop a technology solution that would enable vulnerable and underrepresented citizens to participate in decision-making.

Assessment, Reporting, Monitoring and Certification

The relationship between the assessment standards, the content standards, and the teaching standards assessment is an integral part of good instruction. The most effective teaching aligns the content standards with teaching and learning instruction and assessment.

Assessment, Monitoring, Reporting, and Certification are the cornerstone components of a robust and comprehensive educational evaluation system. These elements collectively form the foundation for measuring, tracking, and acknowledging the progress and achievements of students across diverse academic landscapes. Assessment serves as the initial point, gauging students' understanding and mastery of content, while monitoring ensures ongoing observation and adjustment, allowing for dynamic learning pathways. Reporting becomes the vehicle for communicating outcomes, enabling stakeholders to understand and support student development effectively. Certification, the ultimate recognition of proficiency or completion, holds significant value in various educational and professional spheres. Together, these interlinked components create a multifaceted structure that not only evaluates but also motivates, guides, and acknowledges the learning journey of individuals. Understanding the significance and interplay of Assessment, Monitoring, Reporting, and Certification is pivotal in constructing a holistic and effective educational ecosystem.

What is Assessment?

The term “assessment” is generally used to refer to all activities teachers use to help students learn and to monitor and measure students' progress. Assessment is an ongoing process of identifying, gathering and interpreting information about student's progress towards achievement of the content standards described in the subject syllabuses.

It refers to the process of gathering information, evidence, or data to evaluate and measure a student's learning, knowledge, skills, and understanding of a particular subject or set of standards. It's a systematic approach used by educators to understand what students know, how well they understand concepts, and how proficient they are in applying their knowledge.

Assessment can take various forms, including tests, quizzes, essays, projects, observations, performances, and other methods. It serves multiple purposes, such as diagnosing students' strengths and weaknesses, guiding instructional strategies, measuring academic progress, providing feedback, and guiding decision-making about further educational interventions or advancements. Assessment can be formative, occurring during the learning process to give ongoing feedback and adjust teaching strategies, or summative, taking place at the end of a period to evaluate learning outcomes or achievement against specific standards or benchmarks. Overall, assessment plays a crucial role in improving the learning experience by informing teachers and students about their progress and understanding.

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment (SBA) has emerged as a vital framework in education, offering a comprehensive approach to evaluating student learning in alignment with specific educational standards. In an era where accountability and measurable learning outcomes are of paramount importance, SBA provides a structured method for assessing students' proficiency and growth. By focusing on clearly defined learning objectives, SBA aims to not only gauge academic achievement but also guide instructional strategies and support personalized learning. This approach not only informs educators and learners about progress but also facilitates a deeper understanding of where students stand in relation to established benchmarks. In this context, the implementation of Standards-Based Assessment becomes a cornerstone in fostering a more precise, transparent, and equitable evaluation system within educational settings.

In a standard based curriculum, assessment is a tool for unpacking performance standard for formative assessment and measuring content standard on summative assessment. It is viewed not only as a final product (summative), but more importantly as a continual process (formative) that provides pupil performance data to teachers and students regarding their progress towards achieving the intended standards. Assessment refers to all activities undertaken by teachers and by students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engage.

Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to full filling the following:

- inform and improve students' progress and achievements in learning.
- provide valuable information that enable teachers, schools and Department of Education to make decisions about how to improve the quality of teaching and learning in the education system.
- inform teachers of the progress of students learning in order to adjust teaching planning to improve student learning.
- inform parents and guardians, about their children's progress and achievements.
- schools and systems, about teaching strategies, resource allocations and curriculum; and other educational institutions, employers and the community, about the achievements of students in general or of particular students.
- Whatever its purpose, assessment is seen as an integral part of the learning and teaching program rather than a separate process.

Purpose of Assessment in CCVE

The main purpose of assessment is to improve student learning to be well informed and be better citizens. Assessment needs to be for learning as well

as of learning. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to students on their progress. Assessment in Christian and Citizenship Values Education assesses the abilities of students to show an understanding of citizenship participation, Christian values and moral principles, and apply the processes involved in moral reasoning, responsible decision making and problem-solving. Assessment should be broad-based and multi-dimensional, and designed according to the needs, interests and abilities of the students. As Christian and Citizenship Values Education focuses on character development, emphasis should be placed on Formative Assessment.

Types of Assessments

Papua New Guinea Standards based curriculum has adopted the following types of assessments to monitor and assess the achievement of content standards.

- Formative assessment: Assessment **as** learning
- Formative Assessment: Assessment **for** learning
- Summative Assessment: Assessment **of** learning
- Summative Assessment: Benchmark Assessment
- Diagnostic Assessment

Formative Assessment

In formative assessment, the focus is on helping students to learn developmentally. This happens when the teacher gives consistent and specific feedback to students in the learning process or engages them in self-reflection. Some feedback tools include rubrics and checklists.

Formative assessment should be carried out in a continuous, day-to-day basis through various strategies that provide opportunities to involve and guide students in the discussions of complex and challenging issues. It will enhance the link between assessment and learning.

Assessment *for* Learning

Assessment **For** learning, also known as classroom assessment, is different. It is an ongoing process that arises out of the interaction between teaching and learning. “Assessments for Learning” are intended for diagnosing or discovering students exposure to previous related knowledge or their level of cognition for the certain concept being introduced. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see the learning goals and criteria, where each learner is in relation to the goals, where they need to go next and ways to get there. Assessment For learning is also known as Formative Assessment.

“Assessments for learning” give an indication of the student’s current cognitive level and depth of knowledge. It is used to help learners improve their performance, skills or understand the tasks better. It also helps both students and teachers to see:

- the learning standards and where each learner's performance is, in relation to the content standards
- where they need improvement and how to improve

Formative Assessment: Assessment as learning

Assessment **as** learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. "Assessments as Learning" is intended for the student to be learning while doing the activities or the tasks. While an assessment task is being attempted by the student, learning is taking place. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning. Assessment **As** learning is also known as Formative Assessment.

Summative Assessment: Assessment of Learning

Assessment of learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. "Assessments of Learning" are intended to measure how much the student has achieved or understands and can articulate from a concept. These are often known as summative assessment methods and must also be used in the assessment of the Christian and Citizenship Values Education. Benchmarks are forms of "Assessments of Learning" which can be described as a measure of "Total Sum of Learning. Assessment Of learning is also known as *Summative Assessment*.

Summative Assessment: Benchmark Assessment

Benchmark assessments are a form of evaluation used in education to measure students' progress or proficiency against specific standards, learning goals, or benchmarks. These assessments are typically conducted at key points during the academic year, providing a reference point or standard against which educators can gauge the students' growth and achievement.

The benchmarks could be established academic standards, learning objectives, or specific skills that students are expected to acquire by a certain grade level or point in their educational journey. These assessments help educators identify where students are in their learning trajectory, where they should be, and what adjustments in teaching or intervention may be needed to help students reach those benchmarks. Benchmark assessment in CCVE can be used to identify where students are at in each grade, level or at any exit between Preparatory and Grade 11.

Benchmark assessments are typically broader than regular formative assessments, often covering a wider range of material and concepts. They allow educators and schools to not only track individual student progress but also to assess the overall effectiveness of their curriculum, teaching methods, and educational strategies.

These assessments provide valuable data and insights to help educators make informed decisions about curriculum adjustments, identify students who may need additional support or challenge, and ultimately improve the quality of education by ensuring that students are meeting established learning goals.

Benchmark assessment is used as a measure of achievement of grade level content standards. Benchmark assessment can be done for a strand, unit, grade, or for each phase of schooling at Preparatory, Grade 3, 6, 10 and 12

Diagnostic Assessment

Apart from these three main types of assessments teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Assessment Recording and Reporting

Recording

During the course of each unit, students must complete the assessment tasks specified for each content standard. Teachers will be required to keep records of their observations of student's achievements, records of their practical work and tests, students' checklist or record sheets, samples of individual, group or class work.

Teachers must keep accurate records of students' performances and achievements. They must report these achievements in fair and accurate ways to parents, guardians, and students. Examples of recording methods include:

- anecdotal notes in a journal or diary;
- checklists;
- portfolios of students' work;
- progressive records, and
- work samples with comments written by the teacher

Reporting

Assessment reporting is the process of communicating clearly to students, parents, guardians, teachers and others information gained from assessment results or findings of students' learning in a structured and comprehensible manner. It involves presenting data, analysis, and interpretations obtained from various assessments and information collected from ongoing assessments. Students' reports should be based on assessment information collected from ongoing assessments.

The primary purpose of assessment reporting is to inform and communicate the progress, achievements, and areas of improvement of students to various stakeholders, including parents, teachers, administrators, and sometimes the students themselves. It serves as a means of providing feedback on the learning outcomes and performance of students.

Assessment reports typically include a summary of the assessment methods used, the objectives or standards against which students were assessed, and the individual or overall results achieved by students. These reports may contain numerical grades, descriptive feedback, and recommendations for improvement. The information presented in assessment reports aims to be clear, understandable, and actionable, helping stakeholders make informed decisions about further educational strategies, interventions, or support.

Effective assessment reporting plays a crucial role in fostering communication and understanding among all involved parties, promoting transparency, and supporting the continuous improvement of teaching and learning practices.

Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of content standards achieved by students since the previous report,
- a written record of the content standards the student is now working towards.
- information about students' attitudes, values and other additional information that is specific to individual students.

Students' performance of each benchmark must be reported to the student to assist students improve in the areas they are not performing well.

Recording and Reporting

Recording and reporting assessment results are critical aspects of the educational process for several reasons:

Feedback and Improvement: Assessment recording and reporting provide valuable feedback to both students and educators. Students receive insights into their strengths and areas needing improvement, which can guide their learning efforts. Educators gain a better understanding of individual and collective learning needs, enabling them to adapt teaching methods and strategies to better serve their students.

Transparency and Accountability: It ensures transparency and accountability in the education system. Clear and accurate reporting of assessment results helps various stakeholders, including parents, administrators, and policymakers, understand how students are progressing and whether educational objectives are being met.

Identifying Progress and Challenges: Recording and reporting assessments over time allows for the tracking of individual and group progress. It identifies trends, areas of strength, and areas that need more attention or support. It also helps in recognizing patterns in learning outcomes that may indicate the effectiveness of teaching methods and curriculum.

Support for Decision-Making: Education is a dynamic field, and the data gathered from assessments helps in making informed decisions. This can range from individualizing learning plans for students to identifying areas that may need curriculum adjustments or additional resources.

Parental Engagement: Detailed assessment reporting enables parents to actively engage in their child's education. It provides insights into their child's performance, allowing parents to offer support and guidance at home, fostering a collaborative effort between school and home environments.

Policy and Curriculum Development: Aggregated data from assessments can be used to inform policy decisions at various levels of education. This data helps in developing and refining curricula, improving teaching methods, and setting standards for educational excellence.

Overall, recording and reporting assessments are crucial as they not only measure academic progress but also inform educational practices, enhance transparency, and support continuous improvement within the educational system.

Monitoring and Evaluation

All stakeholders have a role to play in using assessment information to make judgments about student's achievements and monitor their progress towards meeting grade-level expectations and national content standards.

Data from performance assessment should be used to monitor and report on students' performance towards meeting grade-level and national expectations. Performance standards or indicators should be used to report and keep a tab on each students' progress towards meeting the expected level of proficiency or competency. Teachers should develop a clear and measurable set of performance standards or indicators to monitor and report on students' progress and achievements on a regular basis.

Analysis of assessment data must be used to inform decisions makers about:

- the effectiveness of teaching, learning and assessment programs
- suitability of available resources
- the degree of community participation in schools
- trend in students' achievement at local and national levels
- the contribution of the education systems to the future development of the nation.

Monitoring

Monitoring the curriculum assessment of learning involves the ongoing observation, tracking, and supervision of students' progress in relation to the established curriculum and learning goals. It is a continuous and systematic process that involves regularly checking and observing how well students are learning and progressing through the curriculum.

Key aspects of monitoring in curriculum assessment include:

Continuous Observation: Teachers or educators regularly observe and assess students' performance, understanding, and mastery of the curriculum's content and learning objectives. This observation can occur through various methods such as classwork, homework, quizzes, tests, projects, or other forms of assessment.

Tracking Progress: Monitoring involves tracking the progress of individual students or groups of students over time. This allows educators to identify areas where students may be excelling or struggling and to intervene as needed to support their learning.

Identifying Gaps and Adjustments: By closely monitoring student performance, educators can identify gaps or discrepancies between the intended curriculum and what students are actually learning. This helps in making adjustments to teaching strategies, methods, or the curriculum itself to ensure that students are meeting the expected learning outcomes.

Formative Assessment: Monitoring is often part of formative assessment, providing ongoing feedback to students and teachers. It allows for the adjustment of instructional methods or interventions to address specific learning needs and improve outcomes.

Data-Informed Decision-Making: Monitoring provides valuable data that informs instructional decisions and helps in refining the teaching-learning process. This data-driven approach supports educators in making informed decisions about adapting instruction to better meet the needs of their students.

By continuously monitoring students' progress within the curriculum, educators can ensure that teaching methods are effective, students are meeting learning objectives, and adjustments are made promptly to support a more successful learning experience.

Monitoring and evaluating student's learning informs the teachers of the progress each student is making. To help students develop citizenship knowledge and skills, all schools are required to give a feedback to students in relation to their citizenship participation and engagement in civic activities as a form of assessment. Schools must be in close consultation with families, communities and churches to share the task of monitoring students' participation in civic activities.

The teachers are encouraged to practice general supervision over the teaching and learning content of CCVE primarily in class within the school. Teachers also advise school officials, school boards, and other teachers in the development and improvement CCVE curriculum.

The assessment coordinators in the schools should develop and use the monitoring tools to check on the progress of teaching and learning of CCVE content.

Evaluation

Evaluation refers to the process of making judgments or determining the value, quality, or effectiveness of students' learning, knowledge, or performance. Evaluation is a comprehensive and systematic examination of evidence or data collected through various assessment methods to make informed judgments about a student's understanding, skills, or progress.

Evaluation in assessment involves analyzing and interpreting the information gathered during the assessment process. This analysis aims to assess the level of achievement against predetermined standards or benchmarks. It involves determining whether students have met the learning objectives or goals set for them, how well they've comprehended the material, and what level of proficiency they've attained in relation to the established criteria.

The evaluation stage in assessment is critical for providing feedback, grading, or making decisions about a student's academic progress. It helps educators, institutions, and stakeholders understand the strengths and weaknesses of students and the effectiveness of the educational strategies employed. This information enables educators to make informed decisions about instructional approaches, learning interventions, and curricular adjustments to better support student learning and development.

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning to make improvements to their teaching practice in order to improve student learning. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents and other community members.

Assessment information used for evaluation purposes should be used in ethical and constructive ways.

Internal School-based assessment

The assessment tasks in each unit ensure that there is a common focus for internal school-based or classroom-based assessment in the subject across schools while allowing for flexibility in the design of tasks. It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately after the relevant section of the unit has been covered.

Internal assessment provides a measure of a student's achievement based on a wider range of content standards and assessment task for each unit. The internal assessment marks provide a summation of each student's achievements in Grades 3, 6, 10 and 12. The assessment tasks used to determine the internal assessment mark must comply with the types of assessment tasks specified in each content standard. All schools will be required to provide a summation of each student's achievements in Grades 3, 6,10 and 12.

Progression and Repeat of Instruction

Progression is a measure of a student's ability to advance an expected learning or standard; a student's ability to meet the expected Values, Attitudes, Skills and Knowledge (VASKs) of a particular grade in order to progress to the next grade in CCVE is critical. The requirements and qualifiers for progression should be clearly defined and communicated well to students and their parents or caregivers for their understanding.

A lack of student's ability to meet the expected proficiencies or achieve the expected learning to progress to the next grade or level may require teachers to implement intervention programs to enhance and develop the student. The intervention programs should be designed to create suitable educational pathways for students to take up the repetition processes to help them meet the required proficiencies; to qualify them for progression in their learning, for certification in career or for higher education. These intervention programs should encourage a repeat of instruction while progressing into the next grade or level rather than retaining students to repeat a grade.

A decision for a student's repeat of instruction for a certain grade must be informed and guided by policies and guidelines that govern repeat of instructions per student's performance and achievements, and circumstances surrounding the nature of taking a repeat of instruction. The benefits and impacts of a repeat of instruction should be weighed out before committing a student for a repeat of instruction as it can have detrimental effects on students' learning.

External Assessment and examination

An external assessment may require a student to participate in practical civic activities. The responsibility of this external assessment must be shared between an external credible assessor example; BOM, parents, community leader, school principals, private partnerships like NGOs, Institutions, church elders and companies, trusted citizens and individuals, set-up committees etc. to encourage civic and community participation.

The external examination provides a measure of student achievement of the Strand, Unit and Grade benchmarks that can be reliably measured in an examination setting. Questions for the external examination will be developed using the content from both the affective, Psychomotor and cognitive domains of learning.

The Assessment and reporting practices described here are detailed further in the Assessment, Monitoring and Reporting Handbook for Christian and Citizenship Values Education Subject.

Compulsory Assessment for the Certification

The Christian and Citizenship Values Education is a compulsory assessable subject. It will be assessed internally from National Benchmarks as indicated in the Strand, Unit and Grade Benchmarks and externally examined for certifications. A final grading will be awarded for certifications.

Some ways of Assessing Students Learning

- Student Self-Assessments
- Self-assessment
- Group discussions
- Concept mapping
- Peer Assessment

Talking with Students

- Interview
- Questioning individuals and groups
- Asking open ended questions
- Telling stories with fables, morals
- Listening to students explanations and opinions

Observation of Students

- Informing observations
- Checklists and note taking
- Running record sheets
- Watching working in progress
- Systemic observation
- Presentation to the class
- Assembly

Some ways of assessing critical thinking and innovative thinking skills in CCVE

- Class Debates and discussions
- Faith and Citizenship debates
- Case studies analysis
- Ethical dilemma case studies
- Bible case studies dilemmas
- Cross-cultural collaboration
- Mind mapping and visual representations
- Service-Learning Projects
- Project-based learning
- Project-Based culmination
- Problem-Based Learning

- Inquiry-Based Learning
- Creative Problem-Solving Workshops
- Collaborative Learning Projects
- Civic Responsibility Projects
- Socratic Seminars and Dialogues
- Role-Playing and simulations
- Biblical Entrepreneurship simulations
- Entrepreneurship simulation
- Design thinking Challenge
- Faith-Informed Design Thinking Challenge
- Innovative Challenges
- Innovation showcase
- Peer teaching and learning
- Reflection and journaling
- Reflection Portfolios
- Mindfulness and Reflective Practices
- Portfolio Assessment
- Capstone Projects
- Passion Projects
- Mock trial and jury
- Mock Business Pitch
- Research symposium
- Faith-Based Model United Nations
- Values-Driven Leadership Symposium

Some ways of assessing Non-cognitive skills in CCVE

- Community Service Reflection Project
- Values-Based Teamwork Exercise
- Interactive Faith and Citizenship Dialogue
- Values-Centered Leadership Seminar
- Ethical Decision-Making Case Studies
- Christian Citizenship Reflection Journal
- Empathy Building through Storytelling
- Values-Driven Community Project
- Interfaith Dialogue Symposium
- Values-Based Advocacy Campaign

Tests and Examinations

Designing tests and examinations in the affective domain can be very challenging and involves careful crafting of questions that assess students' attitudes, values, and emotional responses so as not to be judgmental and also avoid open ended subjective responses. The content of the test and examination item must not provide the opportunity for multiple responses.

When writing open-ended questions, the expected responses must be subjective and not objective. Subjective responses are based on each individual student's beliefs, attitudes and emotions which must be respected in the CCVE. This is what affective assessment emphasizes in CCVE.

Writing multiple-choice questions with a right and wrong answer can be challenging to design as they often involve subjective judgments and personal beliefs. However, you can create questions that assess students'

- understanding,
- attitudes and values,
- emotional responses related to their faith,
- emotional responses related to their faith and civic engagement,
- emotional responses related to their faith and civic responsibilities and
- emotional responses related to their Christian faith and leadership roles.

Higher order thinking skills Tests

- Case studies are also a good option for writing short tests for critical thinking in the affective domain.
- An analysis of a situation, journal, report or other literature that has CCVE content is also recommended for open-ended or take-home tests.

Christian and Citizenship Values Education Assessment Components and Task Weightings

The CCVE Assessment components and Task Weighting is intended for a Termly Assessment Schedule. It is anticipated that the assessment components with their weightings may be changed by the Termly Teaching Programs accordingly but the total scores allocated for the THEORY ASSESSMENT COMPONENTS (TAC) of 40 Marks and PRACTICAL ASSESSMENT COMPONENTS (PAC) 60 Marks should remain as it is determined as the required 40/60 Moderation Components (i.e.100 marks) for CCVE per Assessment Period.

THEORY ASSESSMENT COMPONENTS (TAC) (40 Marks)	TOTAL SCORE	PRACTICAL ASSESSMENT COMPONENTS (PAC) (60 Marks)	TOTAL SCORE (100 marks)
Test 1	10 marks	Project 1	15 marks
Test 2	10 marks	Project 2	15 marks
Assignment x 1	10 marks	Practical Application and Engagement	25 marks
Benchmarking (End of Unit, Strand. Term, Grade Test)	10 marks	Attendance and Classroom Participation	5 marks
TOTAL TAC SCORE	___/40	TOTAL PAC SCORE	___/60
TOTAL SCORES OF TAC + PAC OUT OF 100			_____/100

The internal school-based and classroom-based assessment for the Christian and Citizenship Values Education must be done very well if we anticipate for this curriculum to reduce the social issues, moral decay, behaviors and attitudes of disrespect for the law and the breakdown of the law must be improved. The final assessment should be based on a range and balance of assessment strategies and instruments. Assessment must be both normative and criterion.

CCVE embraces standards and as such, standards must also drive the administration of assessments to students. It is important that every student must be given the outline of the Assessment that has been planned for the term. Each Term will includes between 6-8 pieces of assessment but must be weighted accordingly if not by the proposed. Samples of assessment tasks will be elaborated in the teacher guides.

Glossary

Word	Definition
Assessment	Activities teachers use to help students learn and to monitor their progress.
Assessment As/In Learning	It is a design to inform students what they will do well and what they need to improve on daily/weekly bases as an integral part of everyday teaching and learning such as exercise, activities or experiments students do or practice in each lesson.
Assessment For Learning	A common form of assessment. It is an ongoing process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment Of Learning	Provides a summary of students learning over a set period of time and is generally carried out at the end of a course or project. Sometimes it is referred to as summative assessment and is evaluative.
Assessment Strategies	Different styles and ways of assessing students work.
Assessment Tasks	On-going test of knowledge, skills and attitudes/values gained throughout the particular unit or topic.
Benchmark	Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.
Content Standards	Broadly stated expectation of what students need to know, understand, and be able to do as intended by the syllabus. They define the breadth and depth of know- edge, skills and processes and attitudes and values that are to be taught in the strand, unit or topic.
Evidence Outcomes	Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels. Senior primary school students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for junior high school.
National Education Assessment	Is a learning system and is a systematic and ongoing process of collecting and interpreting information about students achievements.
Performance Standard	A descriptive statement of the knowledge and skills that students may display as they work towards the achievement of the content standard. Performance standards make content
Science process skills	Science process skills are the skills that scientists use to study and investigate the world. They are the vehicle for generating content and a means by which concepts are formed.
Standard	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something.

Standards-Based Education (SBE)	<p>Is an academic program in which clearly defined academic content, performance standards are aligned. It spells out what schools and communities need to do to ensure achievement of expectations.</p> <p>It is a philosophical concept that is centered on the process of planning, developing, delivering, monitoring and improving education programs.</p>
Standards-Based Curriculum (SBC)	<p>It is a cumulative body of knowledge and set of competencies that form the basis for quality education.</p>

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 - UNESCO's publications and reports: <https://en.unesco.org/publications>

United Nations Children's Fund (UNICEF):
 - UNICEF's website: <https://www.unicef.org/>
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United Nations Development Programme (UNDP):
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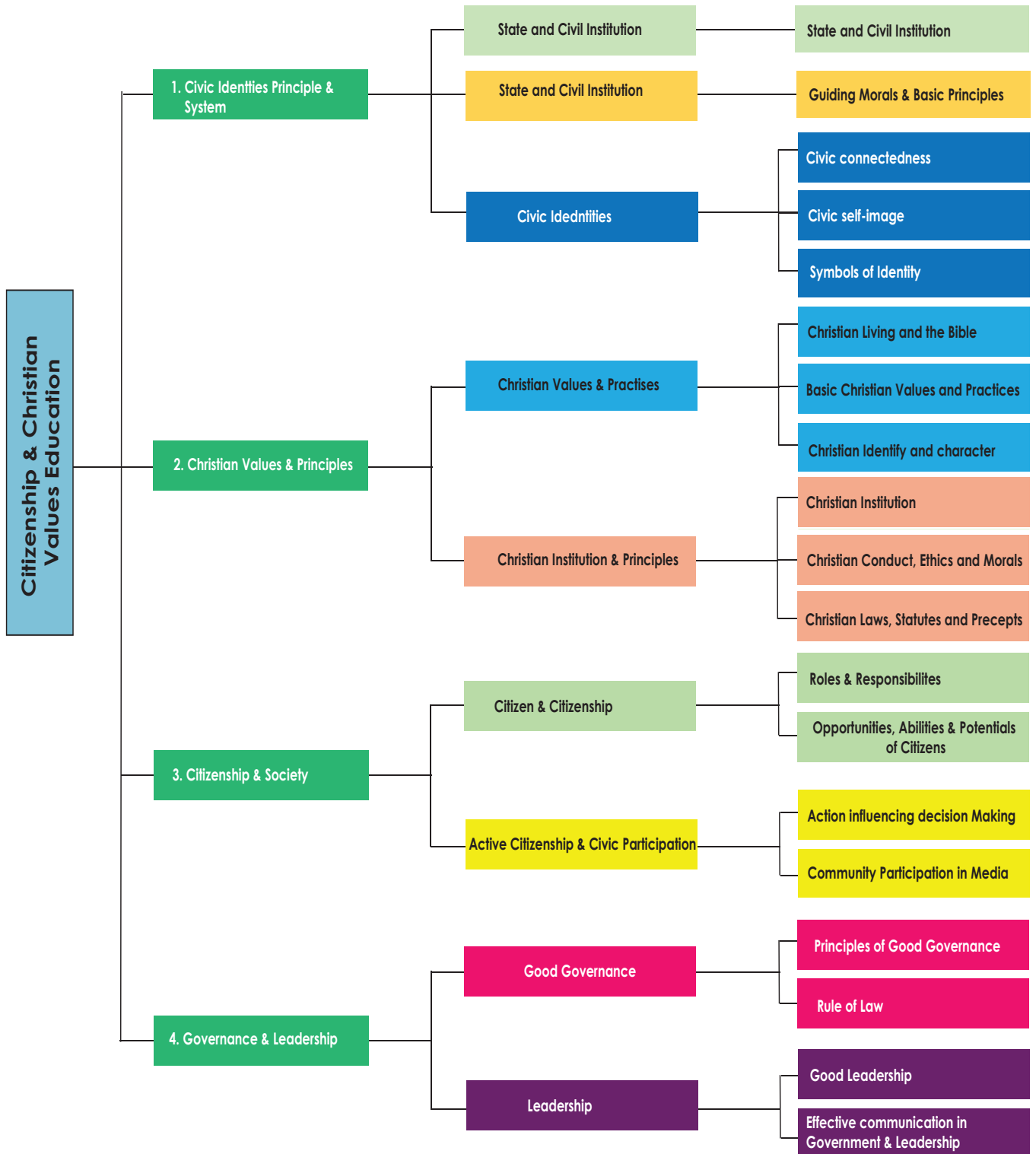
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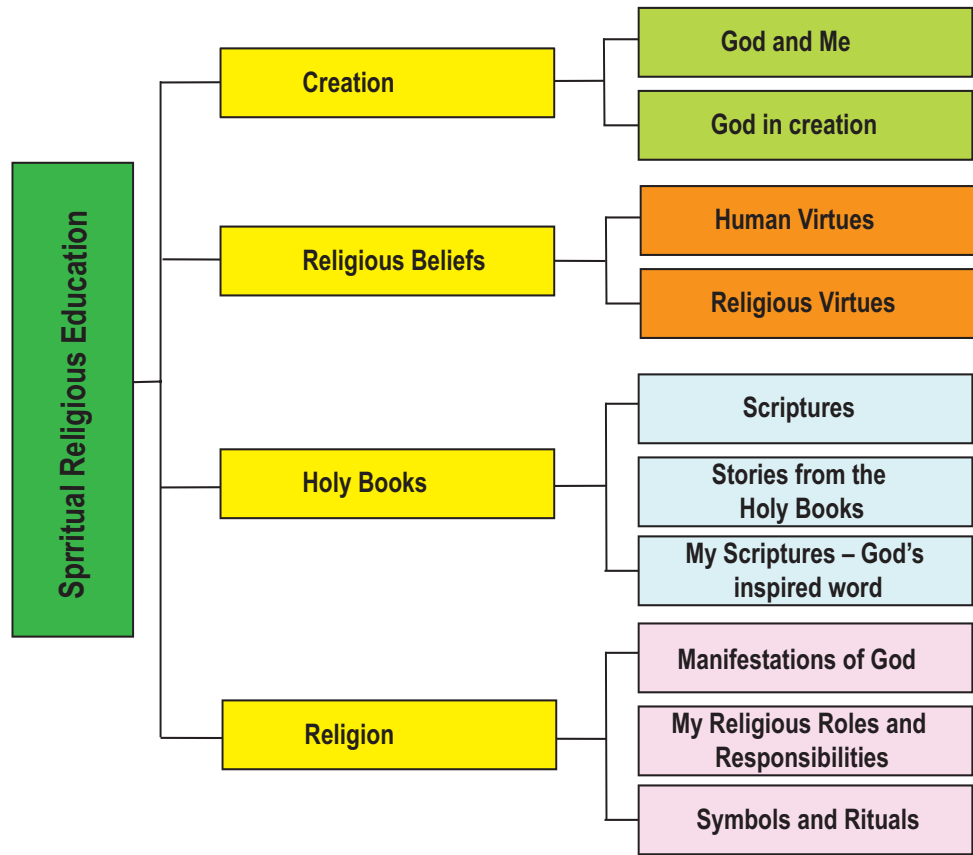
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Appendices

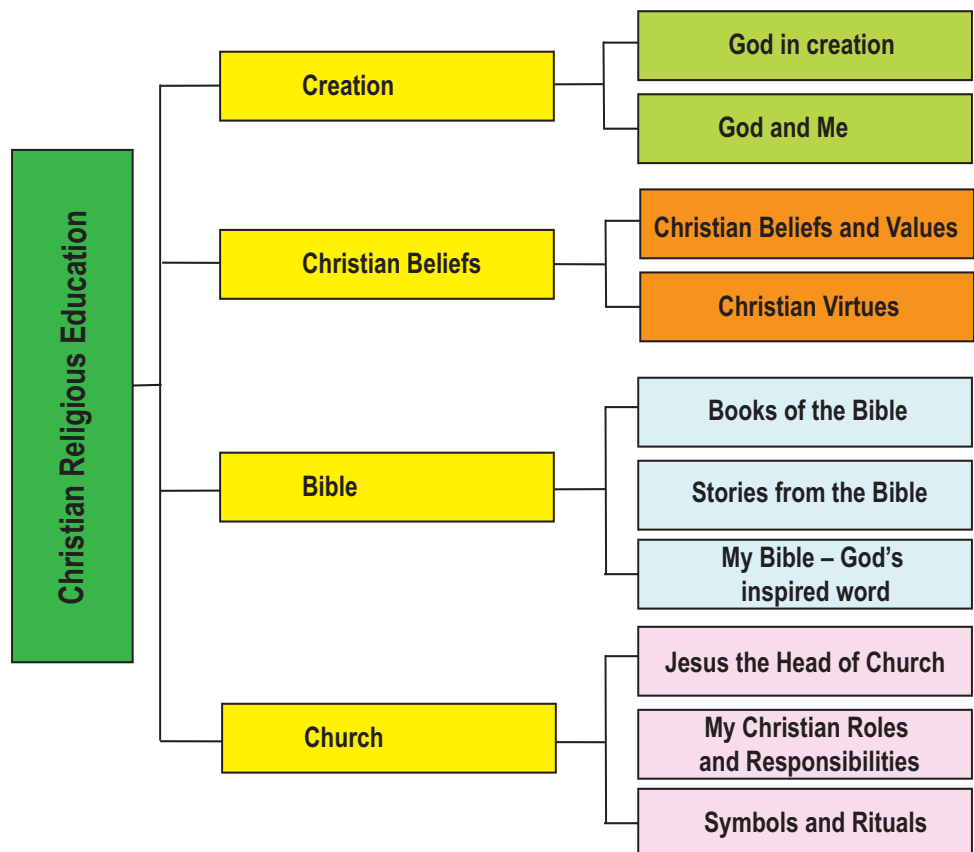
Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart



Appendix 2: Spiritual Education Conceptual Content Chart



Appendix 3: Christian Religious Education Conceptual Content Chart



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